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Featuring—Working with Out-of-school Groups

The Agricultural Education Magazine

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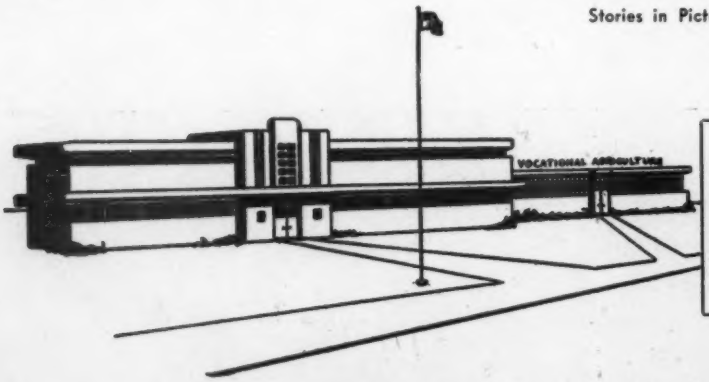

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Editorials

A Responsibility Un-met

C. E. BUNDY, Teacher Education, Iowa State College

According to the *Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education Fiscal Year Ending June 30, 1954,* 61 per cent of the enrollment in vocational agriculture in the nation were high school students, 33 per cent were adults, and only 6 per cent were enrolled in young farmer classes. Surveys conducted in Iowa indicate that there are three out-of-school youths of young farmer age in the average community for each two farm boys enrolled in vocational agriculture. *We are not providing vocational agriculture training for the young farmers of the nation .*

No part-time or young farmer classes were provided in fifteen states, and fewer than five hundred young farmers were enrolled in each of sixteen states. Young farmer enrollment exceeded one thousand in only twelve states.

We are doing better in providing classes for adults but are not meeting the need. No classes were conducted for adult farmers in four states and fewer than one thousand farmers were enrolled in seventeen states. Only eight states had enrollments of ten thousand or more adults in evening classes. In many states the number of adult farmers (males) exceeds 200,000. Surveys in Iowa communities indicate that there are about ten farmers for each boy in the community now enrolled in vocational agriculture.

According to the 1954 Digest of Annual Reports the combined enrollments in adult and young farmer classes exceeded the enrollment in high school vocational agriculture classes in only five states.

Those states were Georgia, Iowa, Minnesota, Mississippi and South Carolina. Vocational agriculture instructors are not meeting the educational needs of young and adult farmers in any state. These programs need to be expanded.

It has been our policy to organize instructional programs in vocational agriculture around the problems confronting the participants on their farms. No group of farmers is confronted with more complex problems than young farmers in the process of becoming established in farming. They are inexperienced as self-operators. They need guidance in analyzing and solving their many problems. In addition to problems related to production, they must solve problems related to finance, rental contracts, insurance and long-time planning.

Teachers of vocational agriculture, in the main, bid their seniors farewell at time of graduation. They no longer provide organized classwork for them. While many are given individual help, the majority are forced to face the future without the assistance of the teacher of vocational agriculture. As educators we make our exit at the time that our assistance is most needed.

Adult farmers are also in need of assistance. Farming is becoming increasingly complex. New problems

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Vo-Ag Must Continue Beyond High School

G. L. O'KELLEY, JR., Teacher Education, University of Georgia

If vocatoinal education in agriculture is to service effectively the educational needs of the average rural school community, classes for out-of-school students must be provided. This statement in no way minimizes the contributions made by in-school vocational agriculture classes. The facts in the case merely prove that in-school classes alone can never meet the agricultural education needs of the typical rural community.

The record proves conclusively that the in-school vocational agriculture program needs no support from this writer. The results speak for themselves. The high school vocational agriculture program has become a valued and respected part of the rural school curriculum. It is from this vantage point that the educator may examine critically the overall program without being accused of being either a radical or a publicity seeker.

Most educators know that there are at least three tendencies of rural youth which have been identified by reputable research. They are: (1) All rural youth do not complete the twelve-year public school program; (2) As compared with those who do not finish high school, a larger percentage of those who do finish will migrate from the community; and (3) As compared with those who finish high school, a larger percentage of those who drop out will enter farming as a vocation. What are the implications of these trends for the educator?

Obviously, the question raised involves the ability of the high school vocational agriculture department to bring into its classes the prospective farmers of the community and not the ability of the agriculture teacher to provide effective vocational instruction for those who do enroll in their classes. If a large percentage of rural youth leave school before completing the twelve-year program, how can a program in the upper two, three, or four grades be expected to educate the next generation of farmers? Certainly it cannot if these persons never reach these grade levels! Couple with this condition the greater tendency among those who drop out of school to enter the vocation of farming than among those who finish high school and the problem becomes more perplexing. Admitting that rural high school graduates are going to migrate from their home communities in large numbers following graduation, there remains little doubt but that if vocational education in agriculture is to raise the vocational proficiency of the farmers of the community, it must be done through out-of-school classes supplementing the in-school instructional program.

To approach the problem more positively the opportunities inherent in out-of-school classes in vocational agriculture are almost limitless. These students are not contemplating a possible career on the farm; they are actually engaged in the vocation of farming. Philosophically speaking, no teacher could desire a better

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Some guides for - - -

Working with out-of-school groups

H. N. THOMAS, Vo-Ag Instructor, Walnut Grove, Mississippi

IN planning a program of instruction with out-of-school groups a personal relationship between the vocational agriculture teacher and the individual farmer has to be established. This, naturally, is accomplished by visitation. In some sections of our nation in the past, farmers rightly have been slow to accept services they do not believe economically sound.

Then it is absolutely necessary that the vocational agriculture teacher win the farmer's friendship, and most of all, his confidence. During the visits the vocational agriculture teacher has an excellent opportunity to get a survey of the individual farm, its scope and economic situation, with one eye on a future farming program. Sometimes the program may be the same as the present with only a few minor changes in practices, while in other instances an almost complete change-over in the present farming program is required for proficiency in farming.

It should be remembered when working with an individual farmer on his farm that he has been farming that farm for many years. The average farmer cannot be converted to new practices over night, even if he needs converting.

After the farmer has been made aware of at least one specific problem on which, if he has instruction and supervision, he will gain financially, he will in all probability desire to attend an organized adult class at the first opportunity.

Have Individual Farms in Mind

With a mental picture of the farm program, as soon as you are around the first bend in the road from the farm, stop and transfer the mental notes to written memoranda. A workable, organized farm program of instruction cannot be set up without a farm survey.

When the vocational agriculture teacher has oriented himself with a complete survey of the farms of any particular community, then, and then only, is he ready for an organized class of instruction for adult farmers.

The first, or organizational, meeting will perhaps determine the success or failure of an organized instructional program in a community. Various systems have been tried, some successful, some not; but some specific point of interest to the greatest number of farmers can be used as a drawing card. The vocational agriculture teacher's responsibility is tremendous in the organizational meeting. He is the director or guide for the program. This meeting is a triple feature: officers are to be elected; an advisory committee set up; and an instructional program, yearly if possible, outlined. The entire procedure has to be carried on by the farmers with the vocational agriculture teacher channeling their thinking. The program of instruction must be based on the individual farmer's problems (they are wide in scope) and his particular interests.

A very good yardstick with which to measure the success of the organizational meeting is this: If, when the farmers leave, they say, "*We* have had a good meeting; I enjoyed it," then you can bet your "bottom dollar" they will be back next time. If, when the farmers leave, they say to you, "I enjoyed *your* meeting," you have "missed the boat" as far as being a guide or director of that meeting is concerned.

Have an Advisory Committee

Let me say more about the advisory committee. I have tried organized instruction in communities with and without advisory committees. You cannot afford to be without one in each and every community. We sometimes complain about not being able to get the job done. Let the farmers set up an advisory committee, and let the entire community know its membership. The committee will help you get the job done. I challenge you to try it. Responsible positions will stimulate people to work. If you have not been using an advisory committee, you are in for a pleasant surprise when you use one.

Don't Neglect the Young Farmer

In the school districts where the writer has worked he has not had the opportunity to work with young farmer organizations. This has been true largely because of the war. It is realized that farming in the hill section of Mississippi in the past has not been too attractive to young men. However, through the combined efforts of agricultural agencies, with vocational agriculture taking the lead, and through the research of commercial agencies, this picture is rapidly changing.

The young farmer groups are special groups and present a special challenge to all vocational agriculture teachers. These young men are farmers because they have selected farming by choice and not by chance. Their future hangs in the balance. Because of the position of the vocational agriculture teacher in a community (to instruct, advise and supervise) that future is practically in our hands. Let us develop a program of instruction that is financially sound in every respect. The young farmer is not as seasoned with experience and hardships as the adult farmer and will sometimes accept information on its face value without thinking it through, especially if his confidence has been won.

On-farm Instruction Is Necessary

The helping hand of organized group instruction in class meetings is on-farm instruction, either in small groups or individually. A farmer learns *to do* by three methods. First, he figures it out for himself; second, someone tells him how; third, someone shows him how. Often it takes a combination of all three methods. On-farm instruction is the follow-up of class instruction and sometimes class instruction is on-farm instruction. What better place could you find for class instruction? On-farm instruction is instruction in actual practice.

On-farm instruction furnishes an excellent opportunity for using other agencies connected in some way with agriculture. These agencies are numerous and it has been found that most of them are anxious to render services when called on to do so. For example, the writer has a large number of farmers in the school district who are producing commercial milk. It was brought to his attention (by an advisory committee member) that plans were available for building inexpensive milking parlors for commercial milk producers. When a nearby milk processing plant was contacted about the matter, the company furnished free transportation for interested farmers to tour an area that had the milking parlors in operation. Field personnel have since been meeting with the Vo-Ag teacher and the farmers on their farms, giving instruction on the construction of milking parlors.

Use Other Agencies

Other agencies have been used in on-farm instruction and classroom instruction, such as ASC, Extension, local seed dealers, fertilizer companies, representatives of local banks, forestry service, and forest product manufacturers, to mention only a few. These agencies can render a valuable service in an organized program of vocational agriculture. *Organized* programs should be emphasized when using representatives of other agencies. At one particular meeting when advance organization had not been made for the meeting the farmers "closed" the meeting by walking out while the representative of an agency was speaking.

Another important phase of services offered, especially by commercial agencies and local businessmen, is the promotional aspect. Competition is an excellent stimulant in the field of agriculture, especially when a reward is offered in addition to increased economic production. The writer has had farmers develop enterprises with changed practices because of a promotional program when they would not have developed the enterprise otherwise. The payoff came when the farmer and his neighbors saw that improved practices were profitable in that particular locality. Promotional programs are just as effective with in-school groups.

Evaluate the Program

Now we come to the final phase of out-of-school instruction—evaluating accomplishments. The vocational agriculture teacher needs evaluation criteria

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Don't overlook this source of students

Farm veterans training graduates should be enrolled in adult farmer classes

LEONARD G. MORSE, Supervisor, Farm Veterans Training, Ohio

Leonard G. Morse

A recent check of several areas of Ohio shows that better than 90% of the 20,000 veterans who were enrolled in G.I. classes following World War II are still farming in their respective areas. About 20% of this number have either bought or are now buying their farms. This means that in practically every rural Ohio community there are from 75 to 150 or more veterans who have had some Institutional On-Farm Training.

As the greater portion of these veterans have now been out of training from 2 to 5 years, the question arises, "What is being done to encourage them to continue their training by entering an Adult Farmer Class?"

It appears from observations made in several areas that only in a few areas has the Vo-Ag teacher risen to the challenge of giving assistance to these veterans or availed himself of the opportunity to build a stronger Adult Farmer program by encouraging the veterans to enter these classes. In order to have first-hand information from Vo-Ag teachers who were known to have made efforts to encourage Institutional On-Farm Training veterans to enter Adult Farmer classes, a letter of inquiry was sent to several Ohio teachers.

The following quotations are from a typical letter received from the Vo-Ag teachers contacted:

Dear Mr. Morse:

"In answer to your letter of October 20, 1954, I might say that I was lucky in having the Veterans instructor for the president of my Adult Farmer class."

"Since I am practically in my home bailiwick, I knew most of the men in the veterans class, as well as the members of my adult group. The transfer from the veterans class came about with so little effort on our part it would be difficult to point to anything we did especially. We did make it a special point to invite the veterans to the adult class. I think many of them had formed the habit of attending classes and since both of my veterans instructors were good teachers, the veterans simply continued to attend when their G.I. time ran out."

"We have been getting about 50% of the G.I.'s in our adult classes and through individual services of the department. The G.I.'s made up 20% of the 1953-54 enrollment in regular class sessions. Many more have used the department in getting soil tests, use of special equipment, etc."

"The ex-G.I.'s attend well when they begin the course and they participate well in the discussion, perhaps more than the other farmers of the group. Their attitude and interest is very good; they see where they can get help and are receptive to new things."

L. A. BASINGER
Vo-Ag Teacher
Bluffton, Ohio

(Mr. Basinger has had the experience of being a Vo-Ag teacher, served in World War II, a Veterans' Instructor, and now Vo-Ag teacher again.)

As a result of the information gained from the letters of inquiry and from more than 20 years of teaching young and adult farmer classes and from eight years of Institutional On-Farm Training supervision, the following suggestions are offered as a means of creating interest among the veterans from Institutional On-Farm Training for further training through the medium of Adult Farmer classes:

1. The Vo-Ag teacher should recognize the value of Institutional On-Farm Training in his community.
2. The Vo-Ag teacher and the Veterans teacher need to develop a working relationship (if a class for veterans is operating in the community).
3. The teacher should obtain a list of veterans in his community who have completed Institutional On-Farm Training. He should call on them and get acquainted. Teachers should invite veterans to attend special sessions of Adult Farmer classes.
4. Vo-Ag teachers should demonstrate their adult program to prospective veteran trainees. (Invite the veterans to special demonstrations or group meetings.)
5. Vo-Ag teachers should capitalize on outstanding G.I. veteran farmers in the community as a means of creating interest of other veterans to desire further training.

Aid to the farm veterans instructor in preparing for his teaching may have an indirect value in leading farm veterans to enroll in the Adult Farmer Class following their completion of Veterans Training Classes. The better the teaching, the greater the desire of the veteran to continue his instruction.

These veterans who have already had some training are the farmers of tomorrow and the future leaders of our Nation. □

Working with out-of-school groups

(Continued from page 100)

as a guide for planning the future instructional program. That, and that only, is the foundation for planning sound instructional programs for the future. The vocational agriculture teacher needs evaluation criteria in the field of public relations. Since he is hired by the school officials and his salary is paid by tax payers, it is good business for the public to be informed about the program of vocational agriculture.

Also the farmer himself likes to be told of the progress he has made on certain enterprises. Better still, he likes for his neighbors to know about his accomplishments. He may sometimes leave the vocational agriculture teacher in the background, but that is as it should be. Remember, it is the farmer's program. □

The adult farmer class and the farm veterans class may often combine forces for special events such as this visit to a farm.

There is a real need for - - -

Developing a pattern for adult education in agriculture in a community

C. C. SCARBOROUGH, Teacher Education, North Carolina State College

C. C. Scarborough

AS we look toward developing a pattern* for adult education, it seems necessary to make some assumptions and to limit or at least to define our field. Some teachers of vocational agriculture have as their ultimate goal in the adult program the active participation of *all* the farm people in the school community. Other teachers seem content with a more limited adult program that may consist of ten farmers for ten meetings for the year. Still others have no adult classes, apparently assuming that the adult program can best be accomplished through individual contacts with farmers. There may be still other teachers who have no feeling of responsibility for adult education as part of the local program of vocational agriculture. If this is a realistic analysis of the present situation, then some assumptions must be made upon which a pattern can be based and, just as important, be evaluated.

Some Assumptions (or Statements of Principle)

1. *Adult education in agriculture is ALL farm people in the school community who can profit by participating in the program.* Validity rests upon the fact that there has been no determination of "which group" of farmers is the responsibility of the vocational agriculture program; philosophically, it is defended on the basis of equal opportunity for all.

2. *The point of focus of all adult education must be the community.* Based upon the sociological belief that effective work by adults is dependent upon common understandings, goals and concerns. Philosophically, it assumes that the person is the important consideration, yet he lives in the community—not just anywhere.

3. *Any effective program of adult education will be developed through the democratic participation of the people concerned.* Validity here rests upon the basic democratic principle that people affected by a program should have a part in developing it; some would say that this assumption would also have validity because the program is voluntary, its very life depending upon member participation.

4. *Adult education is an essential phase of any Vo-Ag program.* This assumption rests on the Smith-Hughes Act for "official" validity; on the nature of vocational education for philosophical validity.

5. *Adult education does not now have "top priority" in developing local Vo-Ag programs.* The validity of this assumption seems to be in current practice; its philosophical validity would depend upon the belief that "education is for the young."

6. *Policies and regulations governing the administration of vocational agriculture do not support the emphasis otherwise given to adult education.* "Official" validity of this assumption can be found in Policy Bulletin 1, particularly as to the minimum hours to be devoted to adult classes as compared to time devoted to high school classes; philosophical validity is lacking since there is apparent conflict in what "should be done" and what "must be done."

7. *Adult education will become a more important phase of all Vo-Ag programs.* Validity for this assumption rests upon trends and philosophy—both may be grounded in the nature of vocational education. This validity will be nullified if policies and regulations are not changed so that such philosophy can be activated.

8. *The teacher of vocational agriculture will be the local director of the program of adult education in agriculture.* Validity rests upon the current situation in most communities, particularly the fact that there is usually no organized adult education program; likewise, it assumes that no other person or agency is serving in the role of local director.

9. *Adult education will be only a part of the work-load of the teacher of Vo-Ag.* Validity here rests in current situation; philosophically it assumes that teachers should have duties other than adult education.

10. *Adult education is not limited (in fact, cannot be effectively done) to the meetings as a class at school.* This assumption can be defended on the accepted fact that "education" and "schooling" are not synonymous.

11. *Adult education, even in formally organized classes, is not limited to regular classes at school.* This is obviously true if most adults are learning anything at present; certainly most of them are not enrolled in classes at school.

12. *An adult education program developed in vocational agriculture will be a part of the local school program.* This assumption is based upon the fact that vocational agriculture and the teacher are part of the local school program.

13. *An adult education program in vocational agriculture can be defined, observed, evaluated and "written up."* This assumes that there is in reality a *program*; it rejects the idea that "anything is adult education," or that it is something to be "slipped over" on adults.

14. You should add your assumptions or statements of principles and examine them along with the above statements.

The Emerging Pattern

The most desirable pattern for adult education in agriculture could be developed as a part of an over-all program

*"Pattern" is used here to mean a plan, an approach, or an organizational structure. Such a pattern would be the framework for developing the adult educational program.

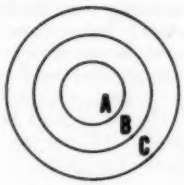
There are those farmers who learn easily and readily in their own small groups and when dealing with a specific problem.

The Vo-Ag teacher needs the help of an advisory group in planning the "big meetings" of interest to all farmers.

of adult education in the local community. Since this usually is not the case, it must be admitted that such an over-all program cannot be developed in vocational agriculture alone. Therefore, the pattern suggested here would need further examination in an over-all program of adult education in the community. Any mention of "over-all program" will refer only to vocational agriculture.

The most important characteristic of the proposed pattern is that it includes *all the farm people* in the school community. (Later, interested people other than farmers may be included.) This is not an unrealistic ideal, but a defensible goal. Before rejecting the idea you should note that this does not mean that you would have them all in ten meetings each year. The point is that the pattern is to include ALL farm people. How can this be done even if you as the teacher have the time to devote to the development of the pattern?

One way* to analyze the adult population (farmers) is to consider them in three groups, according to desire for further education.



Group A. The small group of farmers in A will enroll in evening classes. Their interests, needs, or ambitions cause them to pull away from home, "T.V.," other meetings to enroll and attend evening classes. Perhaps one per cent of farmers may be enrolled. Better offerings and publicity might bring in two, five or even ten per cent of the farmers.

Group B. In B are the farmers (a considerably larger number than A) who will take some part in the activities of one or more established groups. (Farm Bureau, Grange, Ruritan, Kiwanis, neighborhood groups, etc.) They may feel more comfortable in their own little group than in an evening class. While many are interested in further learning, they are not at present enrolled in an adult class and will not readily do so.

Group C. All other farmers who do not participate in any organized group are included in Group C. Their learning comes largely from neighbors, family members, movies, radio, press, "T.V.," feed store manager, etc. Most adult education programs find their approaches ineffective in reaching people in Group C. Therefore, very few of them are involved in any systematic educational program even for their own improvement.

If this is a likely analysis of the situation, then obviously different programs must be designed for the three groups. Such a program might be designed for each group "as is" or to increase the numbers in one or two categories while reducing the others. However, it is assumed here that there will always be some farmers in all three groups. Therefore, the pattern suggested here will provide for all three groups, with emphasis on farmers in Part A and Part B, hoping to greatly decrease the numbers in Part C as the adult program develops.

Pattern Includes All Farmers

The key to this new pattern is that you start with ALL the farm people of the community. That is, the developing program would include the farmers in Group B and C, as shown in the circular drawing. In the past, adult education in vocational agriculture has been concerned largely with Group A—the farmers who would attend classes for ten or more meetings. The big majority of farmers in most communities, for whatever reason, do not attend these classes. This does not mean that the program has "failed." Obviously, if ALL farmers attended these classes they could not be conducted—at least as small discussion groups.

The new approach starts with ALL the farmers in the community. The first job is to *develop a complete mailing list of these 200 farmers,* or whatever the number in your community. This mailing list receives notices of meetings and activities. Also, each farmer receives regularly *a copy of Farm News.* This news-sheet should be started with only one or two pages and limited to four issues per year—Fall, Winter, Spring, Summer. Individual visits upon call or when in the neighborhood would be the additional service to farmers in Group C.

For most effective work with farmers in Group B, use the neighborhood group. Start with a needed demonstration of how to do a job on the home farm—culling, spraying, pruning, or the like. The number would be kept small, only those in that neighborhood. Farmers in Group B would also receive the news-sheet and other materials sent to those on the mailing list.

The regular type of classes conducted for small groups of farmers would continue to be offered to those in Group A. As many of these instructional groups, of about 20 farmers, would be organized as time permitted. These groups might be organized as to age (young farmers, etc.) or as to location (community group). This group would also be on the mailing list.

The "big meeting" is another part of this pattern of education for all farmers. These meetings are limited to those timely topics of interest to all farmers and of considerable urgency. Diverted acres, irrigation, and outbreak of disease, are examples of problems to consider for the "big meetings."

These are only suggestive of the possible approaches in this pattern of adult education for *all* the farm people of a community. It would necessarily be a developing program in each community. The key point is to *start with all the farmers in your community instead of a selected few.*

The Pattern of the Future

If no major changes are made in policies and regulations governing local

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*Suggested in *Adult Education, The Community Approach* by Sheats, Jayne and Spence, p. 166, Dryden Press, New York, 1953. (This does not refer to farmers only, although we are making that application here.)

Group A. There always will be a need for effective teaching and learning for farmers in groups led by the Vo-Ag teacher. (All pictures supplied by Coggin)

Group C. Not many farmers in this community keep bees. Anyway, the problems (and the bees) would be difficult to handle in a farmer's class.

(Continued from page 103)

programs of vocational agriculture, no major change can be expected in the pattern of adult education. A change in attitude of teachers who develop a philosophy of vocational agriculture which gives adult education top priority will result in considerably larger and more effective adult programs. However, for major changes to be expected in adult education, some major changes must be made in the total clock hours devoted to teaching high school classes five days a week for nine months.

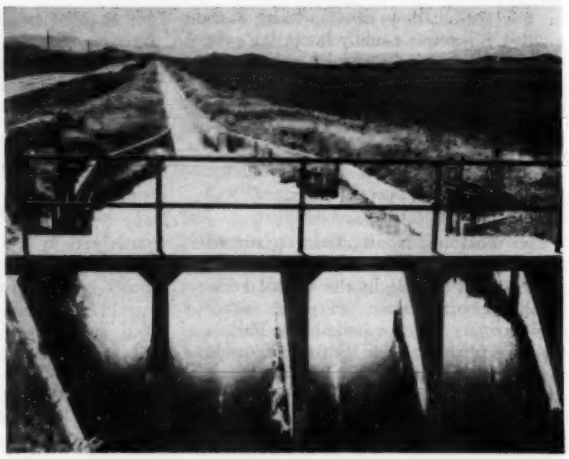
The pattern of adult education in the future will depend largely upon the pattern of change with respect to use of the daylight working hours of the teacher of Vo-Ag. The effectiveness of the pattern suggested here will be limited to the extent that adult education must be an "extra" job of the teacher, to be done largely on his own time. However, every possibility should be studied for shifts in schedule to provide more time for working with adults. (See suggestions by Coggin and Scarborough in "Finding Time for Young Farmer Work," *Ag. Ed. Mag.*, December 1953.)

A Prediction

Adult education in all areas will rapidly develop. It will become a regular part of the public school program. If the public schools refuse to do the job, a separate program of adult education may develop. This seems particularly true in the case of agriculture and home economics, since there are well-organized agencies already functioning in these areas.

If this predicted growth of adult education occurs, the teacher of Vo-Ag should be a leader in the movement. In many communities he would perhaps become the local director of adult education either on part-time or full-time basis. A second teacher (or third or fourth) might be added as the adult program develops. In the larger communities he might live in a neighborhood other than at school.

Further, it is predicted that it will take a better and perhaps a "different" type of teacher to work effectively in this new pattern. Therefore, some radical change would be needed in the undergraduate program at agricultural colleges and a great deal more in-service education for Vo-Ag teachers. Furthermore, more assistance will be given the teacher by people from the agricultural colleges in subject matter and professional areas. No dates are indicated, but it may be "later than we think" on some of these matters. □



The Cover Picture

The reclaiming of arid lands in Wyoming has done much toward improving the agriculture of the State as well as providing farms for Future Farmers of the Nation. Wyoming's Big Horn Basin is a typical area where this reclamation has developed the land into a "Garden Spot" for the Young Farmer.

The last of these projects was the Heart Mountain Division of the Shoshone Project located immediately East of Yellowstone Park and surrounding Powell, Wyoming, the "Home of reclamation" and a thriving town of five thousand people whose livelihood is basically agriculture. The young farmer is viewing the arid area where, until the application of irrigation water from the Shoshone River, only meager grazing of cattle and sheep in the sage brush on the slopes of Heart Mountain was to be found. Such a view will intrigue the heart of any farmer in his vision of what can be done with the soil which nature did not intend to be so used by man.

He must remove the sage brush with tools of his own ingenuity and break the sod in readiness for leveling and tillage operations depending upon the crops he will grow. Much of the expense of the project has gone into costly laterals and structures as shown above for the purpose of diverting the water to the area he is to farm. Men are employed to manage the water and control its use through these structures and, in off-seasons, do repair work on the system.

Seed peas have been a crop of great importance in the early years of the development of the farm because they are broadcast as small grain and then corrugated in lands which help to spread the water uniformly over the field. Field ditches, pictured below, are used to carry the water in the amounts desired from the laterals to the field where canvas dams are used to divert the water to the field. Canvas is used because of its light weight and ease in handling as it is moved from place to place in the ditch.

At harvest time the farmer is thrilled by having accomplished something that nature did not intend him to do and has contributed greatly to the wealth of the community as well as the nation while providing a living for himself. By this time he has acquired an investment in tools, machinery, buildings, and livestock far greater than that found in many of the business ventures in the cosmopolitan areas of Wyoming and has a business with greater personal responsibility than any other vocation.

A Future Farmer with wisdom and skill can make a "Home on the Range."

Pictures furnished by Robert J. Bishop, Vo-Ag Instructor, Powell, Wyoming.

To be featured in December - - -

"The FFA Program"

A teacher reviews his experience with a young farmer club

Experience in serving young farmers

A report of four years of service

DON WATKINS, Vo-Ag Instructor, Gaithersburg, Md.

OUR Young Adult Farmer Club has been in operation for some time. This report covers a period beginning in the winter of 1950-51 when eleven meetings were held having an average attendance of more than 40 persons. This service to young-adult farmers began because:

1. Young farmers were receiving no instruction or assistance from us in getting established—They were completely dropped from our work when leaving high school.
2. Established farmers were eager for information which they appeared not to be receiving. In some *vital* fields they were receiving no information from any agency.
3. According to Agricultural Education leaders young-adult farmer work is the primary responsibility of Vo-Ag Departments.

Type of Program

From the very beginning we believed our farmers needed a type of program we will outline later and with which they were not familiar. Because people will only accept a small percentage of new ideas at a time, we had to resort largely to some of the more or less accepted methods of starting our work. This consisted of inviting in large groups of farmers regardless of type of farming, real needs, lack of goals and objectives, and a program based on no specific action. As time went on we attempted to correct these known weak points.

1951-52 Showed Slow Progress

This year we limited our work to dairymen and in addition held several classes with livestock men. Time did not permit us to develop the livestock program. We had considerable discussion about strengthening our program but during the year we operated on the basis of a series of meetings unrelated to a good on-the-farm supervised program. In the fall of 1952 our members requested the school officials to approve young adult farmer work as a part of the total teaching program. This was approved but too late for developing an action program that spring.

The Program Improves

In 1952-53 we organized the non-paying Farm Management Association within the group of Young Adult Farmers for those interested in this service. In the fall of 1953 our members requested greater services and an additional Vo-Ag instructor. At the same time we organized our membership on a paying basis for non-educational services only. The fee for 1954 was set at $5.00 for those members not in the Farm Management Association. For members of the Association the fee was fifty cents per cow for partial assistance, or $1.00 per cow for 100% assistance per year.

Lessons Learned

1. As a result of our experience, work, study, research, and thinking we have formed definite conclusions on certain phases of this work. The first important lesson is: *Our program should meet a real educational need not now being met for the student by any educational agency.* Our program should not attempt to compete or replace any agency now doing the job with a group or individual.

2. Our program should give *systematic instruction* during each year and year after year to groups and individuals until group and individual objectives are met. We do not consider a series of meetings in the winter to constitute systematic instruction.

3. *A total program includes systematic instruction, an action program, obtainable objectives and core interest.* We feel that many FFA boys should graduate into young farmer groups, then to young adult groups and finally into the farm management business group. The advanced groups may call for more than one teaching center. The whole program should be closely coordinated with the individual's life time objective in his chosen field and not be a series of unrelated, "tacked on" aids. One measure of efficiency in Vocational Agriculture is the number of former FFA boys attending advanced classes and who are farming.

4. There should be *long time* and *short time goals* and *objectives* for *groups* and *individuals.* Our goals as of now are:

(a) *Long time goal for Young Adult Farmers group*—More efficient production.

(b) *Long time goal for Young Farmers group*—Getting established in farming.

(c) *Short time goal for Young Adult Farmers group* — Reducing milk production cost.

(d) *Short time goal for Young Farmers group*—Getting interest and attendance. Immediate problems and goals of individuals vary with the individual.

5. The program should *contain a center core of work* directly related with the real needs of the group which promote systematic instruction and will result in the goals and objectives of individuals and groups being realized. The core for our young adult farmers is farm records, farm analysis and farm planning. This core results in a consideration of technical problems that are related to farm management efficiency. It raises all the problems of vital importance to the farmer. The work core for young farmers is more variable or changeable than for the older group—it may be a study of father-son agreements, contracts, purchasing, financing, mortgages, or farm transfers but it does have to deal with the student getting established in farming.

6. *Organize the program along type of farming interest.* Where interest and needs vary greatly it is impossible to maintain good attendance, keep enrollment high, have group goals, action and instruction. We selected dairying as our center of attention since it is our main type of farming. Young farmers need not be organized on type of farming interest since getting established is usually a common need and interest of all.

7. Our program should be directly related to *balanced farming and household problems.* In all instances the wives are interested in the records, profits, and budgets. In many instances the wife keeps the records and writes the checks. Working with farmers and wives on records acquaints you with many very personal problems, such as debts, budgets, etc., which give an opportunity to help with some real needs.

Emphasis on Balanced Farming

Balanced farming is one of the greatest needs of our farmers. For years we have trained students about parts of problems without regard to their relationships to the whole problem. We have instructed the students on how improving a factor of production will raise production, but we have said nothing about the right proportions of all factors that will allow for optimum interaction and efficiency. A number of our members have done a good job with the dairy enterprise but have lost money farming. One member had high producing cows but high farm costs, another had good labor efficiency but poor production, another had volume but high depreciation, another had low capital efficiency but good diversity and still another had efficient labor but extensive methods, etc. Any program that helps a student to become more efficient in one enterprise or job at the expense of another is of questionable value. The program should aim for over-all total farm efficiency and a better farm-living standard.

8. To keep a program going there must be *action,* among other things. The core of our program is based on these steps:

(a) Detailed and complete farm records are kept of the farm business.

(b) The records are checked throughout the year.

(c) About December 1, the records are closed for the eleven months, projected for the year, and estimated tax determined in accordance with good Income Tax Management.

(d) After the last day of the year inventories are taken, farm records are closed, and tax reports made.

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Some safeguards in working with out-of-school groups

Out-of-school students are men — not boys

ROBERT J. LOUGHRY, Vo-Ag Instructor, Hickory, Pa.

Robert J. Loughry

DID you ever get your car stuck in the mud? Frustrating, isn't it? You could well have prevented the whole mess if you had foreseen what was ahead. We vocational agriculture teachers who work with out-of-school farmers have found that the tricks we use with our adolescents in school in our all day program may be the "mud hole" we want to prevent with our out-of-school men.

Since the adult education area in vocational agriculture is relatively young, we haven't had a chance to study what has made one program a success and another a failure. Our teacher training has equipped us with the tools of adolescent psychology, but our knowledge of adult psychology is limited to just what we have been able to pick up in our every day associations.

In my experiences with these out-of-school farmers, I have discovered some very definite things that the vocational agriculture teacher should or should not do. These are as follows:

1. *Avoid the use of the word advisor with adult farmers.* Although, in fact, the vocational agriculture teacher may be acting in an advisory capacity to the men individually or collectively, the word carries with it some subtle overtones which are to some adults distasteful. No one likes to be reminded that he needs advice. Farmers, by the mere nature of their business, are an independent group, and are much more likely to react negatively to the use of such a word. *Teacher* is a title which carries with it no hidden meanings and is acceptable with everyone.

2. *Try not to use "young" when referring to your adult classes.* Although to refer to someone as *young* when speaking of his physical appearance is a compliment, the same person may take it as an insult to be referred to as *young* mentally. The word young has grown up with and stuck to the movement of adult education in vocational agriculture. If the teacher permits its over-use in his local community, he will set up a barrier between his program in adult education and a part of his farming community which he otherwise could have served.

3. *Be sure that all governing decisions for the group are made democratically.* With adolescents we sometimes have to make organizational decisions ourselves, but with adults we do not dare make even small decisions of this kind if we hope to develop the kind of meaningful program which will be of greatest value to the farmers in our community. Adults sometimes complain about how time consuming the planning of such programs are, yet they are very proud of the end results and want to take their share of the credit for the program's success. Most decisions for the adult group in vocational agriculture can and should be made in the executive committee. This serves a double purpose; the larger group does not get bored, and the executive group can work more efficiently.

4. *If one of the men has accepted a responsibility, the teacher of vocational agriculture should not interfere.* We can do more damage to our program in adult education by fulfilling one of the group member's responsibilities than in any other way. If the teacher of vocational agriculture gets the reputation of being a meddler in the group's or the member's affairs, he will lose rapport with the group and the attendance will suffer. Even if one of the group is doing something for the first time it is better to give him aid only when he asks for it. Some will argue that the program will suffer if the men make mistakes. Surely, the educational program may suffer temporarily but no individual has been treated with disrespect, and he will come back to have his mistake corrected.

5. *The teacher of vocational agriculture should not dominate the teaching situations of the group.* There are many people in almost every community who are specialists. Adults in agricultural education will admire the teacher who can sit back and permit someone else to express his opinions. The teacher cannot hope to become thoroughly acquainted with every area in agriculture; therefore, while his group is learning he can also learn. New faces and different voices will add to the variety necessary in an interesting program. The teacher will also be fitting himself into a program with specialists and experts and will add new dignity to himself and his teaching.

6. *The teacher of vocational agriculture should be on time for all meetings and appointments with his adult farmers.* It may seem to some that this should go without saying, yet teachers have been tardy on such occasions with very negative results. If the teacher is late, the men will lose respect for him and will not give his teaching the weight it deserves. Farmers are busy people. It is thoughtless and disrespectful to keep them waiting without ample reason.

7. *Permit every man in the group to express his opinions if he so desires.* Men in any business have very definite ideas about what they are doing, and farmers are no exceptions. If these men are not given a chance to express their thoughts in discussion, they will consider the program narrow and will not listen with full attention. When the teacher is advancing ideas, practices and skills which are up to date and above reproach, he need not fear discussion from his group. Many times in discussion we can set aright an idea which we did not express properly in our teaching.

8. *Be "Johnny on the Spot" when you are needed.* All adults like attention. If these out-of-school men come to know that you consider *their* problems *your* problems you are building the kind of strong ties which are difficult to break. Sometimes the call may seem trivial to the teacher, but to the man it is a part of his business and a part of his life. So what, if he just wanted you to look at four calves which he had already bought and paid for?—he needs your reassurance that what he did was right. If you fail to show up when you are called, do you think he will call the vocational agriculture teacher the next time he needs help? I doubt it very much.

We need never worry about our program with our out-of-school classes if we just keep in mind that they are men and should be treated with the dignity and respect that we would like for ourselves. □

Vo-Ag must continue - - -

(Continued from page 99)

teaching situation than one in which all students are confronted with real problems which they need and want to solve. Such students require no artificial incentive for learning; they come to class motivated or else they do not come at all!

The out-of-school student studies a new practice tonight and puts it into operation on his farm tomorrow. There is little or no time lag involved. If the teacher wishes to see tangible results of his instructional efforts, he can find them almost immediately if he has done a good job of teaching. This good teaching, incidentally, is not just desirable; it is absolutely essential if the out-of-school class is to continue its existence. □

A responsibility - - -

(Continued from page 99)

arise each year. New solutions must be found. Teachers of vocational agriculture must develop evening class programs to supplement other sources of technical information and guidance.

Increased emphasis upon educational programs for out-of-school groups means more work for teachers of vocational agriculture. They are already carrying a heavy load. To take on additional responsibilities they must be more efficient in use of their time. Less important responsibilities should be assigned to others. Class size in many cases can be increased by combining grades. Thirty students can be handled

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Research points up the needs of young farmers

New responsibilities which confront beginning farmers[1]

PAUL E. HEMP, Teacher Education, University of Vermont

Paul E. Hemp

WHEN does a farm boy become a young farmer? When he graduates from high school? When he marries? When he rents a farm? Each answer could be correct depending on our definition of "young farmer," but, for purposes of deciding the most critical period for assuming new responsibilities, the day a young man rents or buys a farm marks the beginning of a new era for him. The beginning farmer stage of life is a unique stage, filled with new responsibilities and experiences. From the time a man first decides to undertake a farm operation until he has under his belt three to five years of responsibility as a farm operator, he is faced with many new and differing responsibilities.

In a recent study conducted in an Illinois farm community, I interviewed sixty-four farmers ranging from sixteen to seventy years of age. Thirteen of these sixty-four were beginning farmers between eighteen and thirty years of age. Eighteen of the sixty-four persons were adult farmers between the ages of thirty-three and forty-seven, and fourteen were older farmers between fifty-one and sixty-eight years of age. The rest were high school boys. Each of the sixty-four was asked to indicate the age at which he first assumed 117 responsibilities. Some of the results from this study may be helpful to teachers who are trying to justify a beginning farmer class or to plan instruction for classes already established.

Responsibilities are Numerous

For example, the study showed that the beginning farmer stage is crammed full of new responsibilities. The beginning farmers interviewed had assumed during the beginning farmer stage over twice as many new responsibilities as all other age groups had assumed during their current levels of development. The responsibilities which a majority of the thirteen beginning farmers reported they first assumed during the beginning farmer stage of life were as follows:

1. Take a job off the home farm.
*2. Take out a life insurance policy for which he paid premiums out of his pocket.
*3. Own an automobile of his own.
*4. Go outside the state without his parents.
*5. Cast a vote in a general election.
*6. Make a financial pledge to a church on his own.
*7. Pay property taxes.
8. Donate blood.
9. Belong to a non-school farm organization.
10. Express viewpoints in a community meeting.
11. Apply commercial fertilizer to a crop of his own.
*12. Apply animal manures to a crop of his own.
*13. Set up and use a cropping system which permitted wise land usage.
*14. Marry.
*15. Become a father.
*16. Have a home of his own.
17. Carry out a major remodeling job on a farm building.
*18. Buy a major piece of farm machinery.
*19. Rent a farm.
20. Enter into a partnership agreement in farming or some phase of farming.
*21. Hire farm help.
*22. Borrow money to invest in farming.
23. Keep general farm records on an entire farm business.
24. Plan a farm budget.
*25. Rent some cropland.
26. Sow small grains on his own.
*27. Decide when and where to market grain.
*28. Take over an entire crop enterprise.
*29. Buy seed for his own use.
30. Take out crop insurance on a crop of his own.
*31. Decide when to harvest a crop.
*32. Overhaul a major piece of machinery by himself.
33. Buy and pay for feed for his own livestock.
*34. Take over an entire livestock enterprise.
*35. Call a veterinarian on his own.
*36. Plan a feeding ration which was adopted.
*37. Buy foundation animals on his own.
*38. Buy something at a farm sale.
*39. Take a truckload of farm produce to market on his own.
*40. Subscribe to a newspaper or magazine for his own use.
41. Receive a dividend check from a cooperative.
42. Enroll in an adult evening school.
43. Visit farm adviser or other agriculture representative to seek help or advice.
44. Take out health or accident insurance and pay for it from his own pocket.
45. Take definite steps to reduce chance of accidents with corn picker.
46. Take definite steps to reduce chance of accidents with tractor.
47. Do custom work for pay.
48. Consult a lawyer.
49. Trade help with neighbors.
*50. Join in assisting a distressed neighbor to plant or harvest crops.

Of the fifty responsibilities which a majority of the beginning farmers first assumed at the beginning farmer level, twenty-nine were responsibilities which a majority of both the adult farmers and older farmers had first assumed during the beginning farmer stage of life. These twenty-nine responsibilities which all three groups had first assumed during the beginning farmer stage of life have been starred with asteriks in the preceding list.

A Critical Period

The first year of farming proved to be the most critical year for farmers so far as assuming new responsibilities is concerned. All of the farmers interviewed reported they had assumed more new responsibilities during their first year of farming than they had during any other year of their lives. Apparently, many problems come up during this year which have not faced farmers before or after this time. A majority of the beginning farmers reported they faced twenty new responsibilities during their first year of farming. These are:

1. Pay property taxes.
2. Apply commercial fertilizers to a crop of his own.
3. Apply animal manures to a crop of his own.
4. Marry.
5. Have a home of his own.
6. Buy a major piece of farm machinery.
7. Rent a farm.
8. Hire farm help.
9. Borrow money to invest in farming.
10. Keep general records on an entire farm business.
11. Decide when and where to market grain.
12. Take over an entire crop enterprise.
13. Buy seed for his own use.
14. Take out crop insurance on a crop of his own.
15. Decide when to harvest a crop.
16. Take over an entire livestock enterprise.
17. Consult a lawyer.
18. Trade help with neighbors.
19. Carry out a major remodeling job on a farm building.
20. Plan a farm budget.

A Challenge to Teachers

What does this mean for teachers of agriculture? I think these findings point up the fact that the beginning farmer stage of life might be the most fruitful period of all for teachers to influence men and improve farming. From the data collected we might describe beginning farmers and the beginning farm stage of life as follows:

1. The most crucial year of all for assuming new responsibilities is the first year of farming.
2. The beginning farmer stage of life is a life period during which many

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[1] Adapted from the doctoral dissertation "Developmental Tasks of Prospective and Present Farmers in a Selected Illinois Community." University of Illinois, 1955.

New responsibilities - - -

(Continued from page 107)

new responsibilities must be assumed. Over twice as many of the 117 responsibilities were first assumed during the beginning farmer stage than were assumed before age eighteen.

3. The age limits, eighteen to thirty, were arbitrarily chosen for the beginning farmer stage in this study. The data collected seem to indicate that the first five years of farming are the critical years which should be designated as the beginning farmer stage of life.
4. Readiness to learn many things may be at a peak during the beginning farmer level. Beginning farmers have needs which are clearly defined and easily recognized. They are willing and able to change their behavior and are highly motivated to do so.
5. Beginning farmers should be in a class separate from more experienced farmers. Beginning farmers should be in a class separate from young farmers who are not yet established in farming on their own.
6. Many young farmer classes are now organized on the basis of chronological age. A better basis for organizing such classes might be to include only established farmers with five or less years of experience as farm operators.

Early adulthood, according to Havighurst,[2] is the fullest of teachable moments and the emptiest of efforts to teach. The findings of the study just decribed substantiates the first part of Havighurst's statement. The latter part of his remark cannot be applied to programs of agricultural education if you accept the responsibility of teaching the beginning farmers in your community. □

[2] Havighurst, Robert J. *Developmental Tasks and Education.* 2nd edition. New York: Longmans, Green, and Company, Inc. 1952. p. 72.

Experience in serving - - -

(Continued from page 105)

(e) Close farm records, determine efficiency factors and make an over-all group farm research study by sorting farms according to efficiency factors.

(f) The farm study is analyzed and conclusions are drawn regarding factors affecting farm profits.

(g) Each farm business is analyzed by comparing the data in the study with past records and noting weak and strong points.

(h) A farm plan is drawn up to overcome weaknesses.

(i) The plan of improvement which may include technical as well as management problems is put in action—the degree of action depending upon: (1) Relative values of various needs; (2) Capital and credit situation of member; (3) The individual and other factors.

Each step listed calls for action. It is not a "talk" program. It means through-out-the-year action and year-after-year action. This action program is more intense for the advanced student who becomes a member of the Cooperative Farm Management and Business Association. This action program brings us in contact with about all the members' educational and non-educational needs and services. The latter the member gladly pays for and for that reason attaches more value to its worth.

9. *There must be real progress and learning.* We have to measure the progress of any educational program to determine its real worth. Tests and examinations are not satisfactory for adult students on farms. One satisfactory method is to set up a set of educational goals for the class to reach during a period, then to discuss the student's problems with him on the farm in terms of the new learnings. The student may or may not be aware of this testing program. For 1955 we are setting up some understandings as goals for students achievement. This is a partial list which may be expanded:

(a) Understanding how to choose the correct methods from the great number of alternatives available to students with limited farm resources.

(b) To have a reasonable working knowledge of production functions, factor-product relationships, input-output ratios or fertilizer curves, as well as diminishing returns.

(c) Actually have members feed their cows according to production, diminishing returns and present price-cost (milk-feed) ratios.

(d) Make some studies of least cost combinations.

(e) Have knowledge of efficiency trends in Agriculture.

(f) Actually make plans from farm analyses.

10. *Total teaching and teacher training.* A teaching center with a total teaching program means, among other things, more mature students and instructors with more experience and "know how." This means that the leader in charge of the program must keep ahead or at least abreast with the students who are advised currently as to the latest in research and experience from all over the world. They have volumes of information available but applications for their situations are lacking. This means the farm advisor should be given an opportunity each year to:

(a) Visit experiment stations, farms, outstanding specialists and areas to bring his information to the necessary level to assist his group adequately.

(b) Attend an intensive work shop designed especially for his needs so that he may do his job the coming year. The job of planning for an advanced group for a year requires every assistance.

(c) It also means that Teacher Trainer Departments must turn out adequately trained men or must be trained by the apprentice method or on the job.

11. *A program of education tied up with a farm cooperative movement* over a regional basis makes for an ideal program. Farm educational services are often tied into farm business services. Farm accounting in itself is a necessary business expenditure for tax accounting and other reasons, but income tax management, farm analysis and farm planning are based on "know how" and education. Farmers who can get accounting service and tax reporting on a cost basis are "natural prospective students" for class work in tax management and farm management, especially when they go together. It can be said that business services lead to educational services and educational services lead to business services. There certainly is nothing wrong with this when the farmer pays for the business service and the educational system pays for the educational services.

Any business, to make a go of it, must have volume, which in our case means serving several counties as a unit. As research workers for the state or as pilot workers we suggest you give consideration to setting up regional educational services along with cooperative farm business services. Such regional programs should be a part of a total teaching program and should offer systematic instructions. It may be this should be a joint project with the Extension Service or some other educational agency. □

A responsibility - - -

(Continued from page 106)

in two classes rather than in three. Vocational agriculture teachers should develop young and adult farmer classes instead of being assigned nonvocational classes.

Changes in reimbursement procedures in some states can do much to increase the emphasis on young and adult farmer programs. In some states an adult or young farmer class is considered equal to a high school class in the instructor's schedule and it is reimbursed on the same or a more favorable basis. An extra payment of $100 or $200 to conduct a class for an out-of-school farm group minimizes the importance of this type of program.

The capable and efficient vocational agriculture instructor who is now overworked can expand his program for young and adult farmers only by the use of special instructors or by the addition of a second man. We need more multiple teacher departments and we need to make more effective use of special instructors.

Vocational agriculture instructors who have not taught adult or young farmer classes cannot appreciate the satisfactions derived and the influence of the instructor's association with these groups upon the effectiveness of their high school vocational agriculture programs. □

Does young farmer instruction get results?

A study of the relationship of systematic instruction in vocational agriculture for young farmers in Virginia to certain factors of establishment in farming provides an answer.*

B. C. BASS, Teacher Education, Virginia Polytechnic Institute

B. C. Bass

THE primary purpose of systematic training in vocational agriculture for out-of-school young farmers is to meet the needs of young men who are establishing themselves in farming occupations. Statements made by educators in recent years have tended increasingly to indicate that although this type of training has been neglected, it is the most important phase of the program of vocational education in agriculture.

A study was made by the writer to determine whether systematic training in vocational agriculture for out-of-school young farmers was associated with their: (a) advancement in farming status; (b) increase in net worth; (c) initiation and use of important approved farming practices; and (d) demonstration of certain traits of leadership, implying participation in community affairs.

Design for the Study

The study was made in 1954 and included the high school areas (twenty-nine) in the state of Virginia where systematic instruction for out-of-school young farmers had been offered continuously during the ten-year period 1944-1945 through 1953-1954.

A form on which to record the data was developed especially for the study. The selection of the important approved farming practices to be investigated was made by a specialist in each of the technical fields of agriculture.

The individuals who were asked to provide information for the study were: (1) enrolled in vocational agriculture for two or more years while in high school but had not enrolled in college; (2) graduated from or left high school during 1944, 1945, or 1946; and (3) engaged in farming during some or all of the years between 1944 and 1954 and were farming in 1954. In addition, the young farmers were divided into two groups as follows: *Group One* (the experimental group) was composed of young farmers who had enrolled in a class of systematic instruction for out-of-school young farmers in a department of vocational agriculture for at least one full year since leaving high school; and *Group Two* (the control group) was composed of young farmers who had not enrolled for any systematic instruction in a department of vocational agriculture since leaving high school. The data were secured from the young farmers by personal interview.

Seventy individuals were found in the twenty-nine school areas who met the specifications for the study. Complete data were secured from sixty-nine of the seventy individuals. Thirty-nine of the young farmers met the specifications for *Group One* and thirty met the specifications for *Group Two*.

The chi square test, the F test, or the t test was used, depending upon the nature of the data, to determine whether a significant difference existed between the two groups relative to each of the factors investigated. Calculated values proving higher than the five per cent level of probability were accepted as significant.

Summary of the Findings

The young farmers who furnished data for the study had farmed an average of 8.4 years since leaving high school.

The stages of establishment in farming investigated, arranged in order from bottom to top of the "agricultural ladder," were: (1) at home with a definite or indefinite allowance, (2) at home with an income from one or more enterprises, (3) hired hand, (4) part-time farmer and working elsewhere, (5) renter, (6) partner, (7) manager, and (8) owner. In 1954, 84.6 per cent of the young farmers who had received systematic training in vocational agriculture for out-of-school young farmers were in the partnership farming status, and only 5.1 per cent of this group were in a lower stage of establishment. During the same year 53.4 per cent of the young farmers who had not received such training were in the partnership farming status, and 20 per cent were in a lower stage of establishment.

A mean increase in net worth of $9,082.05 was calculated from the increase in net worth reported by each of the young farmers who had received systematic training in vocational agriculture for out-of-school young farmers. The corresponding figure for the young farmers who had not received such training was $8,340. When the data were subjected to the F test, the results indicated that no significant difference existed between the two groups with respect to increase in net worth.

Young Farmer Instruction Brought Results

No significant difference existed between the two groups of young farmers at the time they were graduated from or left high school with respect to the percentage of important approved farming practices which had been adopted among those investigated. However, the mean percentage of the total approved farming practices investigated which the young farmers in *Group One* had adopted before and after leaving high school combined (90.5) was significantly higher than the corresponding percentage (79.5) for the young farmers in *Group Two*.

Parental influence induced the young farmers in Groups One and Two to adopt 46.3 per cent and 64.7 per cent, respectively, of the approved farming practices which had been adopted among those investigated. The young farmers who had attended young farmer classes (*Group One*) stated that instruction received in such classes had influenced them to adopt 28 per cent of the approved farming practices which they had adopted among those investigated. The same group had been influenced by high school vocational agriculture to adopt 16.9 per cent of the practices they had adopted among those investigated. The corresponding figure for the young farmers in *Group Two* was 28.6 per cent. No other single influence was given credit by either of the two groups for bringing about the adoption of as many as 4 per cent of the approved practices which had been adopted among those investigated.

The young farmers who had pursued training in vocational agriculture for out-of-school young farmers had exceeded to a significant extent the young farmers who had not pursued such training with respect to demonstrating the following leadership traits:

1. Holding membership in national and/or state farm organizations.
2. Holding membership in religious organizations.
3. Having high participation scores for memberships held, meetings attended, and offices held in organizations.
4. Making contribution to open discussions and number of open discussions to which contributions had been made during the previous year.
5. Being called upon to lead group discussions and number of group discussions which had been led during the previous year.
6. Giving reports before groups during the previous year.
7. Influencing other farmers to adopt approved farming practices.

The two groups of young farmers were not significantly different with respect to the extent to which the following leadership traits had been demonstrated:

1. Holding membership in buying and/or selling cooperatives.
2. Holding membership in community organizations.

(Continued on page 115)

*Summary of dissertation submitted as partial fulfillment of requirements for Doctor of Education degree, The Pennsylvania State University, June, 1955.

No one solution has been found for - - -

Programs for young farmers

But some are better than others

ELWOOD M. JUERGENSON, Teacher Education, University of California

E. M. Juergenson

PROBABLY no segment of vocational agricultural education has been in a state of indecision as much as that of the Young Farmer program. Even the leaders in agricultural education do not agree on who should conduct the out-of-school program; should it be carried on at all; where should it be conducted; what constitutes the age group; how can classes most effectively be promoted and followed up; should recreation be a part of the program; is the best procedure to let the organized group come out of the adult evening classes or should organization come first with instruction as part of the program; plus many other points of view on which considerable difference of opinion exists.

In spite of the rather nebulous understanding that exists about the out-of-school youth program, most folks in vocational education agree that this group is an important one, that they are at a critical period of their life with respect to a career, that young people can be helped and that help and follow-up until they are reasonably well established in agriculture should be of concern and a responsibility of agricultural education.

A Variety of Methods in Use

As has been inferred, different teachers have used a great variety of methods and approaches in assisting this out-of-school group. Some individuals have been highly successful in their programs. In an effort to assist those who wish to start out-of-school youth programs, as well as those who are searching for new ideas, the following ideas, gleaned from many sources, are presented.

These suggested ideas or methods of working out a young farmer program are arbitrarily arranged into three groups:

1. Activities centering around other people or resources for teaching Young Farmers.
2. Activities that are concerned primarily with Young Farmers pooling their own talent and resources and thus teaching each other.
3. Activities in which Young Farmers help others in their community.

Most of these suggestions have been used by one school or another and, of course, may be augmented and modified for any local group.

Activities centering around other people or resources for teaching Young Farmers.

a. Utilize experts and specialists such as the county agent, soil conservation men, county agricultural commissioner, to present specific programs in which young farmers are interested.

b. Programs are available from many major commercial companies, such as welding and fertilizer or implement companies; e.g., Lincoln, Linde, Marquette, and others.

c. Local, progressive farmers in the community are an excellent source of help to teachers. A discussion of current trends in agriculture, community problems, decisions on management, etc., are choice topics on which these people are well posted and have practical answers.

d. Universities, state colleges and state agricultural departments often have interesting research projects going on that affect Young Farmers. In some cases experiment stations, both state and federal, and private industry have facilities within reach of the secondary school. This type of resource can form the basis of an excellent program for out-of-school youth.

e. A host of significant "off the farm" factors and their relation to farmers and farming should be considered by young men getting established in farming. There are many people not connected with any official agency who can help in this regard. For example, people in banking, production credit, insurance, farm law, irrigation and water rights, income tax, crop allotments etc., can form the nucleus of profitable discussions on these subjects.

Activities that are concerned primarily with Young Farmers pooling their own talent and resources and thus teaching each other.

a. Joint meetings of Young Farmers and Future Farmers to study some enterprise. Several Young Farmer members best versed in the problem act as panel members or a symposium and discuss pertinent problems of the community.

b. Show 2 x 2 color pictures of vocational agriculture projects to Young Farmers, or vice versa. Let this be the basis of discussion on how to improve or attain better farming methods. *Before, during* and *after* pictures are very effective.

c. Demonstration plots—new grasses, truck varieties, etc. Each Young Farmer member grows one variety with field days later in the year to compare results.

d. "Work bees"—revive old-fashioned work bees for down and out members that are victims of floods, etc. Use homemakers also to assist in this.

e. Organized tours—especially of local community agriculture; e.g., beef cattle, dairy, poultry, field, or truck crops, as well as labor-saving devices. Such tours must have specific goals, be planned in advance, etc.

f. Young Farmers meetings can departmentalize. Each member assigned a specific enterprise, as cotton, tomatoes, sheep, or even labor, safety, etc. Then give a brief report at beginning of each meeting on new developments, current supply, demand, prices, etc. Rotate members each year.

g. Determine program for entire year at the beginning of the year. Assign each member or groups the responsibility for that meeting and topic.

Activities in which Young Farmers help others in their community.

a. Big Brother idea — each Young Farmer member "fathers" a Future Farmer boy, and follows through during the year helping him buy stock, advising him, supervising his farming program, etc.

b. Use Young Farmers to teach their own special skills to vocational agriculture students; e.g., blocking sheep, grafting, laying blocks, etc.

c. Contests sponsored by Young Farmers for junior division, such as judging days, tractor contests, track meets, etc., work well.

d. Agriculture teachers can use Young Farmers as judges in project competition, local fairs, community day, even monthly Future Farmer meetings, or daily classes.

e. Young Farmers can assist in vocational agriculture programs by making intelligent surveys of their community. Teachers of vocational agriculture should ask for more assistance in this field. A group meeting in the evening to pool and analyze results is often effective.

f. Sponsor wild-life projects—raise pheasants or game to release in community. Young Farmers might organize a sportsmen's club or pool their efforts to form duck clubs, post community hunting grounds, etc.

g. Community Service Activities. Such activities are useful in publicizing and binding the group together. Often topics of educational value, such as pest and insect control or home beautification, can be included so that both areas of the program (educational and community service) are considered.

Organizing the Program

The programs, ideas and suggestions presented thus far have all more or less inferred that they are of one meeting duration, and in most cases, taught by someone other than the local agriculture teacher. There is, of course, merit in this procedure and a certain measure of achievement of the long-time objectives and aims of vocational education. This is particularly true when this type of program is compared to no program at all. However, another approach might be tried (as has been by some) that possibly could have more lasting results.

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Education for farming is a continuous process

Follow-up aids former all-day boys in making the transition to full-time farmers

WILLIAM G. DRYDEN, Vo-Ag Instructor, Atkins, Arkansas
and
J. C. ATHERTON, Teacher Education, Arkansas

A good vocational agriculture program meets not only the needs of high school students, but also the needs of all farmers in a community. Too often, however, there is a gap in the training between the time the student finishes high school and that time when he becomes interested as an adult farmer. The bridging of this gap with a good follow-up program will blend harmoniously the training of high school with that of adult life.

A follow-up program in vocational agriculture should include (1) visiting the individual at regular intervals, (2) enrolling in a young farmer class, (3) continuation in the FFA, (4) participation in fairs, contests, pasture programs, tours, rural improvement community clubs, etc., (5) use of shop at regular classes or when the need arises. Perhaps a better term would be "continuation program." We should continue to instruct, guide, and encourage individuals with their farming occupation and encourage them to use us and the school facilities in adjusting to surrounding circumstances. By a follow-up program then, we mean keeping in constant contact and encouraging and working with the individual from the day he leaves high school.

The Importance of a Good Follow-Up Program

One of the most, if not the most, difficult periods of adjustment in the life of an individual is that period immediately following the time he has graduated from or left the public school until he becomes established as an adult. In some cases the period is very short or not even recognizable as a definite period. This is the case when the pupil has gradually become established in farming during his high school career and his maturity has been consistent and fairly rapid. For this boy, the step from high school to adult life is very short and often pleasant.

Follow-up gives the instructor opportunities to discuss problems in management and production.

All too often, however, we find that the young man is still groping in the dark after graduation and the future seems to be dim, frightening, and uncertain. Perhaps the boy is not yet mature and needs several years to determine his goals. Or, perhaps farm life to him has meant little sleep, drudergy, a low standard of living, cold house, unpleasant odors and noises, and in all a very unattractive picture. Isn't it little wonder that he will want to think awhile before engaging in farming? To this vast number of uncertain minds we must dedicate ourselves to give patience, training, encouragement, and love in the hope that they may find themselves and adapt to a normal and useful living as far as family and community are concerned.

Vocational agriculture ceases to be vocational when we leave the student short of being established. The instructor of vocational agriculture should use his office, his classroom, the student's home, or any other meeting place as a place of counsel and a place to guide the student toward those goals in which he is interested and which he is able to attain. A stimulation, a feeling of self assurance, good citizenship, and a feeling of pride, all should be instilled in school and carried over into adult life to better adjust the person so that he may obtain public esteem and be a self supporting, respected, needed citizen in a community. What person is in a better position to bring about these results than the instructor of vocational agriculture?

Encouragement from the instructor often results in improvement of living conditions. A new home can add much to the satisfaction of the farm family.

Aspects of a Good Follow-Up Program

On commencement day most teachers autograph the student's yearbook, shake his hand and bid him good fortune in his future life. This would be fine except for the fact that the teachers feel that they have accomplished their task and if the graduates succeed now, all well and good, but if they don't they have done all that is possible. However, the task of adjusting the boy to his new environment has just begun in earnest. We must help him obtain economic security, social stability, civic pride, and desirable citizenship.

A personal interview should be given to each senior before graduation and to each student who drops out of school for any reason. During this interview the intention of the student for future life should be ascertained as far as possible. It is important to determine if the student really knows what he wants to do or whether his plans are temporary and he needs guidance to help him choose his occupation. If the pupil's desires are along agricultural lines, we should give continued guidance, instruction, visitation, and stimulation. If, however, he has chosen a different field, he should be referred to the proper person who can give him information along his desired line. Our duty to this individual is one of concern and encouragement; and occasional visits should be made to show our interest if he is still living in the community.

Consultation should be given to students who plan to enter military service upon the completion of high school or if the student leaves before completion of high school or if the student leaves before completion to enter service. If it is determined that he has interests along agricultural lines, he should be encouraged to seek our help upon his completion of military service and before entering a farming occupation. It is well for the instructor to keep a record of every graduate who enters service, the date he enters and the date he is expected to return. It is also a good idea to consult local newspapers and induction centers in regard to the discharge of former students.

There is no substitute for the personal visit to the home in showing a genuine interest and encouraging the young farmer and helping him become established. Periodic visits should be made, not only to show our interest, but to give helpful suggestions and to offer assistance when needed. A walk to the "back 40" may show the need for a soil

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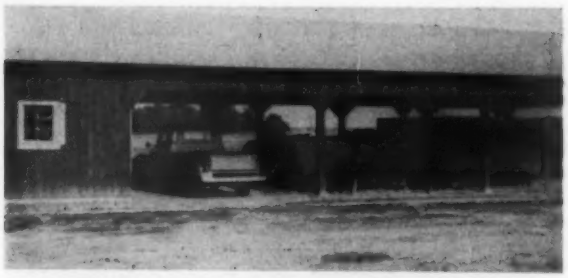

A modern equipment shed which is well kept and properly used is an indication of successful practices being employed on the farm.

(Continued from page 111)

test or a suggestion on how to control bitterweeds. During these visits we can also encourage participation in young farmer and adult meetings and remind the individual of the date of the next meeting. The mere feeling that someone cares about the kind of a farmer he is will go a long way toward building pride, skill, and responsibility in the individual.

Continue Membership in FFA

To most farm boys the FFA has come to mean a place to win friends, learn cooperation, create interest, and establish desirable habits, ideals, and purposes. In accordance with the national constitution, a boy may continue his membership for three years after graduation, or until he reaches the age of 21, whichever is later. If we fail to encourage the high school graduates to continue membership in the FFA, we are eliminating one of the strongest factors in the adjustment of farm youth.

If, on the other hand, we can find duties and responsibilities for these boys, their chances for a desirable adjustment will be greatly enhanced. Asking them to give a talk before the group concerning the benefits they have received as FFA members or some phase of FFA in which they excelled will not only interest the group, but will also give them more confidence and a feeling that they are needed and appreciated. Let's not be guilty of narrowing our FFA to "in school" membership and overlook one of the strongest motivating forces in bringing about a satisfactory adjustment in young farmers.

With graduation come new and different responsibilities and obligations which must be met if the young man is to assume his role as a worthy citizen. It is the duty of the vocational agricultural teacher to encourage participation in such activities as civic organizations, fairs and contests, young farmer meetings, use of school shop, and other activities which stimulate interest and invoke a feeling of security and responsibility. Worthy home membership, self satisfaction and desirable citizenship usually result from cooperative efforts, helping others, and participating with others in common interests.

Evaluating the Follow-Up Program

The value of any program can be measured best by the results it accomplishes. There are no hard and fast rules which may be applied in every case to determine the accomplishments of the follow-up program, but we are able to arrive at several broad conclusions. Let's see what our graduates are doing as far as community activities, leadership ability, financial success, and family relationships are concerned. Although we do not expect all our graduates to be successful in all of these activities, it is reasonable to assume that most of them will contribute greatly to the welfare of their family and community, and it is reasonable that our influence is important in determining the degree of success of these graduates.

Let's see how many of the following questions we can answer in the affirmative. Is the graduate still enrolled in your FFA Chapter? Does he attend meetings regularly? Does he take part in FFA activities? Does he belong to your young farmer or adult class? Does he participate in pasture programs, rural improvement clubs, and balanced farming programs? Does he participate in cooperative activities? Does he belong to civic organizations? Does he use improved practices on his farm? Does he provide comfort and adequate finances for his family? Is he, and is his family highly respected in the community? Does he exhibit livestock or crops or both at the local fair? Is he a member of the local PTA? Does he ever attend PTA meetings? This list is only suggestive and many others might be added as some might not apply in all cases. It does, however, give us some criteria on which to base the effectiveness of the program.

It is realized, of course, that numerous stimuli besides our follow-up program will bear weight on the situation. Heredity, family training, other teachers, friends, religious training, and other conditions must all be taken into consideration in evaluating the effectiveness of our program. We can, however, use the criteria given to evaluate on a broad basis the effectiveness of our program. We as teachers of vocational agriculture owe it to ourselves and to our communities to employ a follow-up program, evaluate it regularly, and make changes in it as we find better ways. □

Programs for young farmers

(Continued from page 110)

In place of a series of meetings, each with a different topic, a desirable method is to plan the study around a single unit, topic or enterprise. With this approach, complete units can be studied and specific answers to each individual's specific problems can be considered. Too often speakers for a single evening are so general and never have enough time or an opportunity to get to the real needs of the group.

Distribution of Time

The amount of time is not the most important consideration provided the topic is adequately covered, although many teachers believe that it takes at least four meetings to properly cover a subject. It is conceivable that the entire number of out-of-school meetings could be devoted to a single topic for a year. Each teacher would probably use some slight variation in the selection and presentation of topics. However, the following methods are offered:

1. Arrange the teaching of a subject as a clinic. Refer to specific situations so members can bring in their own problems or the group can visit each other to work out practical on-the-farm solutions.

2. Bring in the same outside specialist for a number of meetings so that the members of the class get to know him on a personal basis. In some cases the outside help could assist for the entire year, although three or four meetings should be sufficient or until the particular subject for which he was asked to help on has been completed. For example, a well versed person on fertilizers or poultry could break down the topic into definite areas and each meeting cover one particular phase thoroughly until the application stage for most, or all, of the members is reached.

3. Use talent within the group but stay on one subject so that the thinking of the group does not end with only appreciations. For example, the first meeting could be spent in determining the most desirable topic and how it can best be separated. Then the group can divide into committees, each responsible to work out and present their particular segment to the others for discussion and action.

The Vo-Ag Teacher in Charge

One final suggestion is that the best and most logical teacher or leader of the group is often overlooked. This is the vocational agriculture teacher himself who knows each individual and his problems and is surprisingly well versed in the agriculture of his community. Many teachers are hesitant to teach older students because they fear they lack sufficient knowledge. While this is true of some teachers and of some topics, in general, teachers of vocational agriculture are well qualified to teach these people, especially when additional help for unusual problems is always available.

The experience of many communities is that they would prefer to have their own local agriculture teacher teach them and, once initiated, the teacher himself finds this one of his most rewarding experiences. □

Attend the AVA

Highlights of the program are found on page 116

You and your public relations program

It includes the work with out-of-school groups

W. R. NORTON, Vo-Ag Instructor, Anderson, California

W. R. Norton

IT would be well to start this article with Webster's definition of Public Relations.

Webster defines "public" as "Of or pertaining to the people; relating to, belonging to, or affecting, a nation, state, or community." Also, "Engaged in activities carried on or before the public; as men in public life."

"Relations"—"Act of relating or telling, also that which is related; recital; account."

If we were to interpret these definitions into our own words, it would mean something like this, "The act of relating to or telling the community of the activities of the high school vocational agriculture department." This is one of the very important phases of our jobs.

Now what are we going to inform the public about? What should this information include? I would say that it would include keeping the public informed on the following four basic things: (1) FFA Program, (2) Class Activities, (3) Young Farmer Program and (4) Adult Program.

The next step is, how is this going to be accomplished? There are any number of ways that the public can be kept informed of the basic things previously mentioned.

Mediums to Use

Newspapers, radio, and TV—These three mediums are the first to come to mind because they are the most common. Demonstrations of all types and from any of the four basic fields can be utilized on Television, and by the same token, these demonstrations often can be adapted or converted to radio programs. Most newspapers will print all the articles and photographs that they can get and are happy to have you submit them.

How about those of us who are far away from TV or radio or who have limited opportunity to prepare newspaper material? The answer—a newspaper column. Almost every small community has a weekly paper and in it I feel that the Vo-Ag teacher should have a column to keep his community informed. Don't be modest. Toot your own horn a bit. Tell about Sam Smith getting that new boar or little Jimmy Jones receiving the "chain" pig. The people in the community like to read such a column. They want to know what you are doing especially during the summer months. Tell about your project visits and use the names of everyone you contact. People like to see their names in print. In the column can also be included what happened at the various meetings which you sponsor, up to date information on new crops and farming practices, new ideas in farm machinery, what projects are being constructed in farm shop, and many other things. If you once start a column you will find no difficulty in keeping it filled with information. Since the public is reading the paper it is good *public relations.*

In addition to the public relations aspect, another thing you will find as a result of your column is that every week you are re-evaluating your own program. As you sit down to write your column you will find out whether you have spent too much time on project supervision, too little time with good class activities, too many Young Farmer visits and not enough adult visits, etc., etc. You will be surprised at how much good a newspaper column can do for you.

Sometimes a part of a Fair booth can be utilized in demonstrating an idea to the public. The boy on the left is in the costume of "Doc Insect Control."

Fairs and Shows

You wouldn't argue with anyone that fairs and shows are not educational. You wouldn't argue that your FFA boys, YF's, and Adults didn't learn things from the livestock judging, equipment displays, etc. By the same token, it is your responsibility as a Vo-Ag teacher to educate, show, and tell the public of the activities of the four groups previously mentioned. You know how this is accomplished. Fair booths, floats, window displays, appearance of your boys, conduct of your boys, punctuality in the show ring, courtesy shown by the students, etc. People see these things—they observe them—and YOU are measured accordingly. If you do well on these things it is good Public Relations.

Parent and Son banquet—Whether parent and son, father and son, Young Farmer, or an Adult evening class graduation banquet, keep the public informed about it. (This applies to all activities in addition to banquets.) The best way to do this is to have as guests your local newspaper editor, radio station director, or TV station representative. Better yet if you are in an area where you have all three invite them all. Bring them into the "ivy towers" and let them get a first hand glimpse of what goes on in the "hallowed halls of learning." They will appreciate it and will inform others about it. They are not dumb. They know

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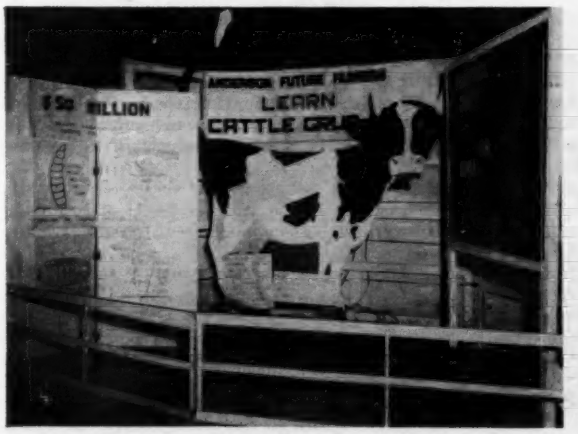

The Fair booth as it appeared to the public, utilizing the demonstration material pictured at the top of the page. Attraction, education and a favorable impression.

Good public relations procedure is shown in this display of the Campbell, California, FFA Chapter's sleeping area at the Junior Grand National Show.

The needs for vocational education of part-time and low-income farmers

A growing problem which our schools must not over look

DON MEADERS, Graduate Student, Michigan State University
H. P. SWEANY, Teacher Education, Michigan State University

Don Meaders

H. P. Sweany

RECENTLY our attention has been directed to the low-income families who live in the country and do some farming. Approximately 30 per cent of our farm operators in this nation have less than $1,000 net family income. Many of these families are on small farms with little opportunity to increase the family earning from the farm. Approximately 40 per cent of the operators on small farms are working off the farm. Their income is larger than those who do not. Those farm operators with little opportunity for work off the farm must be helped to increase their farm earnings through improved farming abilities. In states where industrial development is extensive and/or where the agricultural land is of limited value, the number of farmers working off the farm is increasing.

The present federal administration has identified these low-income farm people as one segment of our population needing help. Many agencies are studying this segment of our population and have proposed what might be done to help these people help themselves.[1] Leaders in vocational education have also been asked to suggest what education can do for them.

In order to plan intelligently for this group of people there is need to review the research in this field. Although the low-income farmer and the part-time farmer are not identical, research in the part-time farming area in Michigan may be valuable in considering this problem.

Kinds of Part-time Farmers

Part-time farmers in Ohio have been divided by Nowels[2] into two classes: the first, those who are typically farmers but who are working off their farms to supplement their farm incomes. These farmers may be using their non-farm income to decrease their farm indebtedness, and to improve their level of living. The second group is composed of urban people who have purchased farms for homes. Often small farms with a respectable house may be purchased for less than comparable city property. Discounting the inconvenience of commuting to work, the family is able to provide a satisfactory home in the country. In other situations young families obtain land in rural areas on which to build a home.

The same two groups are found in many industrial areas in several states. The first group is those who think of themselves as being farmers or those who expect to be farmers when they have achieved a greater degree of financial independence. These people usually have a farm background and may have had considerable farm experience. Their needs for vocational agriculture are different than those with little experience and a limited farm background. The former has need for vocational education in a second occupation. This occupation may be one in which the farmer engages for only a relatively short time. The latter group has a greater need for vocational training in non-farm occupations which may become or are a life-time occupation for them. Their livelihood will be enhanced by being qualified for skilled occupations. To them agriculture is a sideline. Their training needs are related to those agricultural activities in which they engage. These agricultural activities may be limited to one specialty or they may involve a number of activities which will improve the family's food supply or supplement the non-farm income.

Part-time Farmers are Relatively Permanent

Part-time farmers are not temporarily located in the country. In Michigan there is considerable evidence to support the permanency of the part-time farmer.[3] Part-time farmers have chosen to live in the country. As a part of a study to determine the educational needs of part-time farmers it was found that some planned to become full-time farmers, a few planned to return to the city, but the majority expected to remain in part-time farming. The plans of part-time farmers indicated their desire to improve their homes and their living conditions. They also desire to improve the quality of the food produced on their farms. Many part-time farmers are not concerned with selling the surpluses which they often produce.

The adults are not the only members of the family who like to live in the country. Mellinger[4] found that boys as well as girls of part-time farming families liked to live in the country. The younger high school girls did not like the open country as well as older high school girls did. Only rarely did Mellinger find any member of a part-time farming family who disliked the country.

Part-time Farming is a Vocational Interest

In a recent study of the students enrolled in vocational agriculture in Michigan it was found that about 14 per cent of the students were interested in or engaged in part-time farming immediately following their high school career.[5] Over half of the students of vocational agriculture were interested in occupations other than farming. This group needed vocational education in other fields in addition to agriculture. However, it seems significant that rural youth *are* choosing part-time farming as a desirable occupation. It is possible that others will turn to part-time farming because of their vocational agricultural training. If many of the rural youth have an opportunity for vocational education in other fields in addition to agriculture, they will be able better to earn a living in non-farm occupations. Farm youth will be able better to compete with urban youth for the higher paying jobs in business and industry.

Another finding of the study showed that approximately 50 per cent of the students who are interested in part-time farming come from home farm situations with limited opportunities for farming. This further emphasizes that youth from part-time farming situations are interested in part-time farming as an occupation.

Changes in Farming

Howes[6] studied the effects on farming that occurred when farmers began working off the farm. There was a shift from high labor enterprises to more extensive ones. Many of the farmers disposed of their livestock and shifted to cash crops which had a minimum of labor or to ones that could use custom help for some of the harvesting jobs. There was some tendency for industry to grant seasonal leaves to workers for farm work. In many cases the operator's family would do much of the farm

(Continued on page 115)

[1] United States Department of Agriculture. Development of Agricultural Human Resources. A Report of Problems of Low-Income Farmers. Prepared for the Secretary of Agriculture. 44 p. U. S. Government Printing Office. 1955.

[2] Howard W. Nowels. Vocational Agriculture Program Suggestions for High School Students in Selected Departments Having a High Percentage of Students from Part-time Farms. Thesis M.S. 1952, the Ohio State University. 133 p. Library, the Ohio State University.

[3] H. P. Sweany. Some Educational Needs of Families Engaged in Part-time Farming in Michigan. Research Bulletin No. 3. Division of Education, Michigan State College Press 1951.

[4] E.J. Mellinger. A Study of the Values in Rural Living of Persons Engaged in Part-time Farming in the Perry Rural Agriculture School Service Area. Non-thesis Study, M.A. 1954. Michigan State College. 36 p. Department of Vocational Education, Michigan State College.

[5] C. L. Langdon and H. P. Sweany. A Study of the Relationship between Interest and Opportunities in Farming and Enrollment in Vocational Agriculture in Michigan. Non-Thesis Study 1955. Department of Vocational Education.

[6] Russell N. Howes. A Study of the Effect on Farm Organization of the Change from Full-time Farming to Part-time Farming. Non-Thesis Study M.A. 1954, Michigan State College 41 p. Department of Vocational Education.

(Continued from page 114)

work, the father helping mostly when the work was heaviest.

Howes also found in his community that the greatest number of part-time farmers were located in areas where the soil fertility was poorest. The next concentration of part-time farmers was found on farms where the acreage and volume of business were too small to permit a satisfactory family living.

Finally Howes discovered that many of the part-time farmers were in less-skilled occupations. This condition may not have concerned the part-time farmers who were satisfied with a lower income because they were not entirely dependent on their industrial wages for a livelihood.

Need for Agricultural Education

Agricultural education for adult part-time farmers with some farm experience probably should concentrate on enterprises requiring only a limited amount of labor, on labor-saving practices, and on management on farms where the volume of business may justify the use of custom equipment. Another problem area in management should include farm planning with emphasis on labor distribution and the selection of enterprises whose peak labor requirements fall in different seasons.

For adults who have had little or no farm experience the need for agricultural education is greater. These people need the most elementary instruction in agriculture. Often the lack of knowledge of every-day farm facts may result in faulty farm practices. Experienced farmers approaching retirement could be used to teach classes of these adults. Part-time farmers recognize full-time farmers as being capable of teaching them.

The high school students from part-time farming families may have only limited opportunities for full-time farming. Their interests are more likely to be in part-time farming. Their needs for other types of vocational education are great. The curriculum which will meet their needs should permit training in more than one vocation. An adequate guidance program is needed to help them select more wisely the vocational courses in which they should enroll. The four-year program in vocational agriculture may need to be reduced in order to permit training in another vocation in addition to agriculture and still allow a student to secure enough general education courses to give him a well-balanced high school education.

Need for Other Kinds of Vocational Education

An analysis of the vocational opportunities in an area should be made in order to determine the kinds of training that should be offered. Chambers of Commerce should be drafted to study the nature of the labor needs. Programs for economic development should be studied to anticipate the kinds of vocational opportunities that will be available in the future. With the decentralization of industry the increased opportunities for employment in less populated areas seems likely.

A Master Ag Student Contest

Nevada has had a Master Chapter Contest the past two years. It has done a lot to improve the quality of Future Farmer work in the state, according to John Bunten our State FFA Adviser.

This year for the first time the National Chapter Contest is based on the same idea used in our State contest.

With this in mind the officers of the Churchill County Future Farmers, Fallon, Nevada, figured that such a contest among the members of a local Chapter should bring good results.

This contest is not hard to administer for each boy will keep track of his own accomplishments. If he can fill the requirements in each of the three groups, he is rated a Master Ag Student and will receive his reward.

Churchill County Master Ag Student Contest, 1955-56

Note—This is a 3 to 4 year contest. $165 will be divided equally in shop tools to any Junior and Senior students who can meet the requirements as follow—

GROUP I. MUST DO ALL 10

1. Make a major shop project for home farm or 2 or more smaller projects requiring about 4 months time.
2. Make safety survey of home farm each year.
3. Make at least a B grade in shop and Ag each semester.
4. Have a sizeable Ag project—valued at $250 or more.
5. Increase value of project each year 1/3 over previous year, up to $1,000.
6. Have at least 1 home improvement project of 100 hours or more each year.
7. No semester grades below C in any other subject. (start fall 1955)
8. Have a neat up to date project record book each year.
9. Attend at least 90% of the FFA meetings each year.
10. Have FFA dues paid by Sept. 20th of each year.

GROUP II. MUST DO 6 OUT OF 8.

1. Hold an office in FFA.
2. Hold an office in another organization.
3. Be active in at least two organizations.
4. Lead a group discussion for at least 30 minutes.
5. Be on some Chapter team.
6. Be a delegate to state FFA convention.
7. Be a candidate for a foundation award.
8. Be a candidate for the State Farmer degree.

GROUP III. MUST DO 10 OUT OF THESE

1. Be in county FFA speech contest.
2. Have an entry in Junior fair or junior livestock show.
3. Own one or more purebred animals.
4. Participate in one or more group community activities.
5. Work on some Chapter committee.
6. Do at least an average of 2 hours of chore work each day.
7. Know FFA motto, creed and purposes when applying for this award.
8. Attend FFA banquet with parent.
9. Have no demerits each year.
10. Own and wear an FFA jacket.
11. Put tools back in place after use. (checked by shop teacher)
12. Make a demonstration of some farm job.
13. Put 3 improved practices to use, learned in class.
14. Be on at least 3 public programs.

L. C. Schank—Vo-Ag Instructor
Fallon, Nevada. □

The kinds of vocational opportunities should be the basis for organizing and planning instructional programs for both adults and high school students from rural areas for non-farm employment.

Suggestions to School Staffs on Program Planning

1. Determine the extent to which low-income and part-time farmers are present in your community. Personal data will reveal the nature of the farm experience.

2. Work with other interested groups, such as the Chamber of Commerce, to make a vocational survey of the community to determine (a) the vocational opportunities and kind of training needed, and (b) the plans for economic development in the future and their effect upon vocational opportunities.

3. Use the findings from the survey as a basis for developing programs to meet the vocational needs of the low-income families: (a) Adult education in non-farm occupations for farmers working off their farms and for rural non-farm residents; (b) Adult education in agriculture for part-time farmers with some farm experience and for those with little or no farm experience; and (c) vocational education in agricultural and non-farm occupations for high school students. □

Does young farmer - - -

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3. Holding membership in fraternal, social, civic, and/or professional organizations.
4. Voting each year since becoming eligible to vote.
5. Participating in community improvement projects.

Implications

Within the groups studied, systematic training in vocational agriculture for out-of-school young farmers was associated with advancement made by young farmers in establishment in farming only insofar as it pertained to the lowest six stages of establishment. It was not associated with advancement to the highest two stages of establishment in farming. It also was not associated with the increase in net worth made by young farmers. These findings may have been due to undetermined factors. They might also have been due to the limited number of years during which the participating young farmers had an opportunity to benefit from instruction subsequent to receiving it. Although the young farmers had been out of high school from eight to ten years, seventeen of the thirty-nine who received training in vocational agriculture for out-of-school young farmers had served one or more

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You and your public relations program

(Continued from page 113)

that the public wants to know about such activities. It is just good Public Relations.

Live demonstrations—One of the most effective means of public relations there is, is a well rehearsed demonstration or a well planned program presented by anyone of the four groups you work with before a service club, Grange, or Farm Bureau meeting. This is visible proof of what you are doing. Make sure that the demonstration or program is well planned, properly organized, and well presented. This is good Public Relations.

Personal appearance—As an Agriculture Teacher you are often called upon to attend meetings, give speeches, go to parties, etc. Be punctual in your attendance. Be neat in your appearance. At all times be gracious in your manner. You are a public servant, a man selected for his outstanding ability in his chosen field, and as such, you should always make a good personal appearance, being friendly and courteous in your manner. It is just good Public Relations.

Appreciation—At all times show your appreciation to those who give you a helping hand. How about the farmer on that last field trip? Did you give him a friendly "Thank You" or drop him a postcard or letter expressing your appreciation? Remember it is the many people working, cooperating, pulling together, doing jobs that you couldn't possibly do, that makes your program a success. You are not the whole show. Thank those who help out. Let them know that their efforts are appreciated and they will be more willing to lend a helping hand the next time that you need it. It is good Public Relations to thank those who help us. Let us never fail to show our appreciation.

You, yourself—I have presented some ideas on public relations and I know that I haven't covered them all but probably the most important is You, yourself. In your personal contacts and dealing with people, be friendly, but not overly so; be courteous, but not fawning over people; be cooperative, but don't burden yourself with activities outside your program; express your opinion, but don't do all the talking, and above all else like people. If the other fellow disagrees with you, that is all right. Keep control of your own emotions and try to see the other fellow's point of view. Your job requires you to get along with people from all walks of life, from the baby brothers and sisters of your students to the highest officials in industry who give our program so much support. If YOU will remember the four basic things which you want to inform the people about, and in turn, if YOU like people they will like YOU and YOU will have a GOOD PUBLIC RELATIONS PROGRAM IN YOUR COMMUNITY. □

Does young farmer - - -

(Continued from page 115)

years in the armed forces. However, these conditions do not eliminate the possibility that instruction in vocational agriculture for out-of-school young farmers in Virginia might have been weak in areas having a bearing on advancement in farming status and increase in net worth. Therefore, further investigation of these factors and a critical examination of and further emphasis upon the portion of the course of instruction in vocational agriculture for out-of-school young farmers in Virginia having a bearing on farming status and net worth may be needed.

Increase in Approved Practices

Systematic training in vocational agriculture for out-of-school young farmers was associated with the initiation and use of important approved farming practices by young farmers. This is interpreted to mean that such training had been of significant value with respect to this factor. Therefore, emphasis upon the adoption of approved farming practices should be continued. As the benefits derived from the use of approved farming practices are cumulative, such benefits may subsequently be a means of bringing about a significant relationship between systematic training in vocational agriculture for out-of-school young farmers in Virginia and advancement to the highest two stages of establishment in farming, as well as between such training and the increase in net worth made by young farmers.

Systematic training in vocational agriculture for out-of-school young farmers was found to be associated with the extent to which certain leadership traits had been demonstrated by young farmers who had such training. This is interpreted to mean that the training had been of significant value in aiding those who received it to develop these leadership abilities, and it is believed that the program in vocational agriculture for out-of-school young farmers in Virginia should be planned to continue these benefits. Also, of course, increased emphasis should be given to training designed to aid young farmers in developing ability in the five leadership traits found in this study to be not associated with the present program for out-of-school young farmers. □

Agricultural education program

AVA Meeting — Dec. 1 to 8

A resume of the Agricultural Education section program of the annual AVA meeting to be held in Atlantic City, New Jersey, in December reveals the following activities of interest for teachers, teacher trainers and supervisors.

NVATA

Executive Committee meetings of NVATA will begin Thursday, December 1 at 1:00 p.m. Additional Executive Committee meetings are scheduled for 7:00 p.m., December 1, 8:00 a.m., 1:00 p.m., and 8:00 p.m., Friday, December 2, with S. F. Peterson, President, in charge.

NVATA's first general session will convene Saturday, December 3, 8:30-12 noon. Regional meetings are scheduled from 1:00-5:00 p.m. on December 3. The "U Asked For It" program is planned for the second general session at 7:00 p.m. The third general session is scheduled for 1:30-4:30 p.m., Sunday, December 4.

In order to provide time for programming, it was found necessary to start the program for the Agricultural Education Division a day earlier than the convention proper.

On Monday, December 5, the NVATA will have a breakfast at 7:00 a.m.

General Sessions

At 9:00 a.m. the first program for all groups will include a review of the activities of 1955 and some hints of what is ahead in 1956. R. E. Bass, AVA Vice President for Agricultural Education, W. T. Spanton, U. S. Office of Education, Chief of Agricultural Services, and S. F. Peterson will participate in the discussion. This will be followed by a keynote address and a talk on good teaching.

On Monday, December 5, at 1:30 p.m., Dr. G. K. Ekstrom, University of Missouri, will discuss the importance of good public relations for agricultural educators and he will be followed by an able speaker on the important subject of farm safety. All committees will meet from 3:30-5:30 p.m. and the Agricultural Executive Council will meet at 8:00 p.m.

Tuesday morning the agricultural division will visit commercial and educational exhibits.

At noon a luncheon meeting sponsored by the Great Atlantic and Pacific Tea Company will convene.

An AVA committee that is studying Secretary Ezra Benson's low-income farm family program will comprise a panel Tuesday afternoon for a discussion of the implications of this report for vocational education. Everyone is invited to attend.

Special Tour

The annual Sears, Roebuck Foundation tour is the special feature for Wednesday. It will include interesting farm areas, historical places and the McGuire Air Base. Details will be handled by A. L. James, Eastern Director of Public Relations for the Sears, Roebuck Foundation.

Breakfasts for supervisors, teacher trainers and NVATA groups are planned for Thursday, 7:00-8:45 a.m.

The Research Committee will present its program Thursday morning, 9:00-12 noon and the International Harvester Company will entertain at luncheon on that day for all state supervisors, teacher trainers and Vo-Ag teachers. Thursday afternoon will be devoted to committee reports and a business meeting.

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News and *Views* of the Profession

Ernest F. Nohle

ERNEST F. Nohle accepted provisional appointment as Associate in Agricultural Education in the Bureau of Agricultural Education, New York State Education Department, on August 1, 1955.

Mr. Nohle has taught vocational agriculture in New York State high schools for the past 27 years. A member of the New York State Association of Teachers of Agriculture, he served as its president during 1940-41 and more recently headed a committee that revised its constitution to embrace the broader scope of services and functions now important in the State's program of Vocational Agriculture.

A leader in community organizational activities, he has served as Grange and Masonic Lodge Master; Chairman of his County 4-H Executive Board; church trustee and deacon; and, during the past year, organized and was president of the Orange County Chapter of the Association for the Help of Retarded Children.

He was reared on a dairy farm where he conducted farm projects while studying vocational agriculture for four years at Union Academy, Belleville, New York. His professional training was obtained at Cornell University where he graduated in 1928 and received his M.S. degree, with a major in Agricultural Education, in 1939. He completed additional work in the New York University Graduate School of Education in 1949.

Appointed in Vermont

DR. Paul Hemp has assumed the duties of Chairman of the Department of Agricultural Education at the University of Vermont.

A graduate of the University of Illinois in 1943, Hemp served for three years in the U. S. Air Force and taught vocational agriculture at Wenona High School, Wenona, Illinois, for six years. Dr. Hemp also served as assistant principal at Wenona High School during his tenure there.

Hemp received his Ed.D. from the University of Illinois in June, 1955. He has served as graduate assistant in the Division of Agricultural Education, University of Illinois during the past two years.

Besides being affiliated with the AVA and NVATA, he is a member of Alpha Zeta, Alpha Tau Alpha, Gamma Sigma Delta, Phi Delta Kappa, and Kappa Delta Pi honorary fraternities.

Dr. Hemp has an article on page 107 of this issue of the Magazine.

Murray Leaves Teacher Education

DR. Ray A. Murray, formerly on the staff in Agricultural Education, University of Maryland, was appointed to the department of Agricultural Economics in Maryland to head up the program in Farm Management. He assumed his new duties last July first.

Dr. Murray taught vocational agriculture in Nebraska before entering graduate study at Cornell University, where he included study in Agricultural Economics while working for a doctorate degree with a major in Agricultural Education.

Joins Maryland Staff

H. Palmer Hopkins

H. PALMER Hopkins has been appointed as Assistant Professor of Agricultural Education. He began his new duties on September 1. Mr. Hopkins is a native of Harford County. He attended Oklahoma A & M as an undergraduate, majoring in Agricultural Education. Upon graduation he taught Vocational Agriculture at Fairview, Oklahoma for one year. Following that he transferred to York County, Pennsylvania where he taught Vocational Agriculture for six years at Delta-Stewartown and two years at Fawn Township Vocational School.

In 1945 he became Principal and Vo-Ag teacher at Dublin High School in Harford County. When the school was consolidated in 1950 with three other small rural high schools he became head of the three-teacher Vocational Agriculture Department at the new school, North Harford. He did an outstanding job in making this one of the strongest vocational agriculture departments in Maryland.

In addition to his undergraduate work, Mr. Hopkins did considerable graduate work at Oklahoma A & M. He has also done graduate work at The Pennsylvania State University and the University of Maryland. He received his Master of Education from the University of Maryland in 1948.

Wall Replaces Lampo On Magazine Staff

Robert A. Wall

ROBERT A. Wall, past-president of NVATA, has been appointed Special Editor, at large, on the staff of Special Editors of the *Agricultural Education Magazine*. He replaces Max Lampo, formerly Vo-Ag Instructor of Neosho, Missouri, whose change in employment was announced in the October issue.

Bob Wall is chairman of the Public Relations Committee for NVATA. He is teaching at Luray, Virginia.

The only thing one gets for nothing is nothing.

A beautiful behavior is the finest of the fine arts.

No cause is served well that is not served critically.

Unless there is democracy in the small community, there will be little in the nation.

One who does less than his best is killing part of himself.

Agricultural education

(Continued from page 116)

Editing-Managing Board

The annual meeting of the Editing-Managing Board for the *Agricultural Education Magazine* will be held on Monday, December 5, at 3:30 p.m. Acting chairman, E. W. Garris will be in charge. This will be followed by a meeting at 5:30 p.m. of Board members and the Special Editors. □

The North Central Regional Research Conference in Agricultural Education was held this year at Ohio State University, August 2-5. Dr. Ralph J. Woodin of Ohio State University, who was chairman of this year's conference, reports that among the actions taken by the conference was a resolution calling for states to develop pilot training programs which might better meet the needs of low-income farmers and calling for provisions for research in Agricultural Education on the part of the U. S. Office of Education.

Professional *and* Teaching Aids

Survey of Agricultural Marketing Instruction Offered by Agricultural Teachers in Maryland. George A. Stevens and Ray A. Murray. Agricultural Education Department, College of Agriculture, University of Maryland, College Park. 1951. Single copy free. Twelve pages.

A survey of the marketing instruction being offered in Maryland vocational agriculture departments. Also includes a list of marketing references being used, by products.

A Source Unit—Feeding Dairy Cows. By Dr. W. H. Wolf, Department of Agricultural Education, Ohio State University, Columbus 10, Ohio. Single copies free upon request; additional copies 50c per copy. 38 pages.

A resource for teachers in planning lessons on Dairy Feeding. Includes suggestions on teachers' objectives, approved practices, student activities, factors for problem solving, as well as suggested teaching aids and references.

Demonstration Plots: For Improving Farm Practices. By Richard H. Wilson. Published by Department of Agricultural Education, Ohio State University, Columbus 10, Ohio, 1953. One copy free upon request; additional copies at 25c each. Mimeographed, eighteen pages, eleven illustrations and work sheets.

Guiding Student Teachers Toward Competency. Issued by the Department of Agricultural Education, Ohio State University, Columbus, Ohio. Free distribution of 30 copies as long as the supply lasts. 66 pages.

This report of the North Central Regional Workshop for cooperating teachers is along the theme of developing professional competency through student teaching. After identifying certain factors of competency believed by the group to be most important, the members of the workshop organized themselves into ten study groups or committees to make recommendations in each of ten areas. These recommendations will be particularly interesting to teacher trainers in Agricultural Education.

Utah Young Farmer Program by Mark Nichols, State Director of Vocational Education, Utah State Department of Public Instruction, Division of Agricultural Education, State Capitol Building, Salt Lake City, Utah. Published February 1954. Available in limited quantities at 25c per copy. 48 pages.

The Utah Young Farmer Program was written to aid vocational agriculture teachers and young farmer association officers to have a better understanding of the program. An effort has been made to include herein the ideas and tested procedures of many of the leaders in this field.

1953 Report Vocational Agriculture Farm Management Service Southern Minnesota, Nodland, T. R., Pond, G. A., and Kleene, K. (Report No. 216) Department of Agricultural Economics, Institute of Agriculture, St. Paul 1, Minnesota, August 1954. Single copy 35c from the Agricultural Bookstore, University Farm, St. Paul, Minnesota. 25 pages.

A farm business analysis for 97 farmers from Southern Minnesota Vocational Agriculture Departments for 1953. Isolates the strong and weak phases of the farm businesses involved. Useful for designing improved instructions.

Visual Education—Suggestions for Making and Using the Mechanical Thermometer Chart, Eldon H. Madison, Agricultural Education Department, University Farm, St. Paul 1, Minnesota, June 1954. Single copy free. 22 pages.

A listing of the materials and instructions needed to construct a flexible, graphic teaching chart which can be very useful in presenting farm management data to groups.

Suggested Teaching Uses for the Major Farm Management Factors in Minnesota Vocational Agriculture Adult Farmer Classes. Granger, Lauren B., Agricultural Education Department, University Farm, St. Paul 1, Minnesota, 1954. Single copies free. 30 pages.

A discussion with graphic illustrations describing how the farm business facts from one adult farmer class can be used in different teaching procedures.

Source Units. Bureau of Research and Service, School of Education, Michigan State College, East Lansing. Single copy free to head teacher trainers and state supervisors. Units are sold to teachers at 25 cents each. A list of units is available on request.

Eighteen Source Units have been produced to date. Each unit contains suggestions to teachers including (1) objectives, (2) typical questions and problems of students, (3) suggested activities for students, (4) suggested activities for teachers, (5) evaluation, and (6) references including charts, bulletins, motion pictures, filmstrips, books, and other reference material. Each unit is placed in a file folder together with suitable reference materials which have not already been mailed to Michigan teachers.

Each unit is prepared by the instructional materials specialist on the agricultural education staff and an appropriate subject matter specialist.

The following six filmstrips may be obtained from Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois. Payment should accompany orders under $5.00. Stamps will be acceptable in amounts of $1.00 or less.

#186—*Preventing Loss When Handling Livestock.* The film is based on Agriculture Research Bulletin No. 20, "When Handling Livestock . . . Easy Does It" published by Swift and Company, and all illustrations were taken from it. Priced at—Single-frame 50c, double-frame 70c.

#412-415—Set of 4 films on electric motors. (Part 1 was announced in the February issue.) The films were made primarily for use with the electric motor kit that is loaned to Illinois Vocational Agriculture Departments for the instructional period, but may be used without the kit.

Part 1. Magnetism and the D. C. Motor. Single-frame 44c, Double-frame 62c.

Part 2. Induction and the A. C. Motor. Single-frame 48c, Double-frame, 67c.

Part 3. Testing and Identifying Leads, Connecting and Reversing. Single-frame 53c, Double-frame 74c.

Part 4. Trouble Shooting. Single-frame 84c, Double-frame $1.19.

Complete set (4 films) Single-frame $2.10, Double-frame $2.90.

Kansas Vocational Agriculture Building and Facilities Check List. Harold L. Kugler, Kansas State College, Manhattan, Kansas. Mimeographed, 13 pages, 8½" x 11", 1954. Single copies free on request.

This publication is a check list of standards for vocational agriculture buildings and facilities. It is intended as a guide for architects and contractors, superintendents, school board members, and teachers of Vocational Agriculture. It is a supplement to the above-mentioned bulletin, yet it can be used alone to check standards for buildings and equipment recommended for vocational agriculture.

Buildings and Equipment for Vocational Agriculture Institution. F. C. Fenton and H. L. Kugler, Kansas State College, Manhattan, Kansas, 1947. Thirty-one pages, printed, 6" x 9"; twenty-one pictures and one drawing. Single copies free on request.

This publication has the following main divisions: buildings, arrangement and design of shop equipment, arrangement and design of classroom equipment, office equipment.

Farm Forestry Practices—Part I and Part II filmstrip in color regarding the forestry situation in Wisconsin, forestry management protection, and objectives of proper management. This filmstrip of 100 frames was produced by the Forestry Committee of the Wisconsin Association of Vocational Agricultural Instructors, Wisconsin Conservation Department, and the University of Wisconsin. The filmstrip is being made available at $4.00 for the two parts and is being distributed by the Department of Agricultural and Extension Education, University of Wisconsin, Madison.

If your address has changed, be sure to notify Interstate Publishers and Printers, Danville, Illinois, of the change so that you will continue to receive your copy of the Magazine.

BOOK REVIEWS

SOYBEANS by Floyd Barnhart, illustrated, pp. 290, published by Floyd Barnhart, Caruthersville, Missouri. Price: ———

Soybeans was written for use by high school students and farmers, as well as by undergraduate students in colleges of agriculture. It contains chapters on the following topics: soybean producing areas; varieties; seedbed preparation; fertilization; planting; inoculation; cultivation; harvesting; storing; insects; diseases; the place of soybeans; prices, distribution, uses, and adaptation factors; and marketing.

This book is written and organized fairly well from the standpoint of use for teaching. Excellent illustrations are included throughout. Each chapter of the book was checked by one or more authorities to insure technical accuracy and to broaden the scope of the book for use throughout the Soybean Belt. Additional references are listed at the end of nearly all chapters.

Floyd Barnhart, the author and publisher of *Soybeans*, has both the B. S. and M.Ed. degrees in Agriculture. He has been Instructor in Vocational Agriculture, Caruthersville, Missouri, from 1922-1945 and from 1947 to the present time. From 1945 to 1947 he worked for the Veterans Administration.

—A.H.K.

COMMERCIAL FERTILIZERS by G. H. Collings, 5th edition, illustrated, pp. 617, published by McGraw-Hill Book Co., Inc., New York. Price $5.00.

This new edition of *Commercial Fertilizers* includes the latest developments in the manufacture and use of fertilizers. Of particular interest to teachers of vocational agriculture will probably be the chapters on: Adjusting Soil Reaction and Fertilizer Practice to Crop Requirement; Principles Underlying the Purchase of Fertilizers; Principles Underlying the Use of Fertilizers; Application of Liquid Fertilizers; Application of Dry Fertilizers and Their Influence on Germination and Seedling Growth. The book is well written and has a large bibliography at the end of the book. Appropriate illustrations are included throughout.

This book was written primarily as a text for college courses on commercial fertilizers. It has, however, found its way into many departments of vocational agriculture as a special reference on fertilizers.

The author, G. H. Collings, is Professor of Soils, Clemson Agricultural College, and Fellow, American Society of Agronomy.

—A.H.K.

ELEMENTS OF SOIL CONSERVATION by Hugh H. Bennett, 2nd edition, illustrated, pp. 358, McGraw-Hill Book Co. Price $3.96.

Teachers of vocational agriculture are probably familiar with the first edition of *Elements of Soil Conservation*. This second edition is an effort to bring the book up-to-date with the latest information about soil and water wastage, and the more outstanding methods of soil and water conservation. Included in the book are discussions of the nature, cause, and extent of soil erosion, a national program of soil conservation, planning for soil and water conservation, wildlife and soil conservation, farm ponds, stubble mulch farming, drainage, irrigation, upstream flood control, and the major methods of soil erosion control.

The book is well written and contains many excellent illustrations. A bibliography and correlated list of visual aids are included.

Hugh H. Bennett, the author, has devoted most of his life to the battle against soil and water wastage. From 1935 to 1951, he was Chief of the Soil Conservation Service. He has served as advisor on soil problems to countries all over the world.

—A.H.K.

MARKETING OF AGRICULTURE PRODUCTS by Brunk and Darrah, illustrated, pp. 419, The Ronald Press, New York. Price $5.50.

Marketing of Agricultural Products is written in five parts. Part I, Introduction, includes discussions of the nature and development of agricultural marketing, demand, and consumption of farm products. Part II is concerned with the factors affecting the consumption of farm products such as income, buying habits, government programs, and trade practices. Part III deals with the supply of farm products, cycles, seasonal variations, and the perishable nature of farm products. Part IV deals with prices, storage, grading, transporting, and buying and selling. Part V presents a discussion of marketing agencies, channels, and costs.

This book is intended primarily for college students. It is mainly a presentation of the "whys" of the marketing process. Illustrations are appropriate and adequate. The book is written in an interesting and easy to read style.

Max E. Brunk and L. B. Darrah are both Professors of Marketing at the New York State College of Agriculture, Cornell University.

—A.H.K.

THE MIDWEST FARM - HANDBOOK, by the Staff of Iowa State College, 3rd edition, illustrated, pp. 381, The Iowa State College Press, Ames. Price $3.00.

Many teachers are familiar with *The Midwest Farm Handbook* and will need only to know that a new edition is off the press. The book has been completely revised with more than 200 new illustrations added—and an additional 100 pages of material.

This Handbook is in reality a small encyclopedia of information about modern farming methods. Livestock, Crops, Agricultural Engineering, Soils, Weed Control, Seed Treatment and Analysis, Pest Control, Beekeeping, Forestry, Horticulture, Farmstead Planning and Development, and the Business End of Farming are all included in this Handbook. Information is in summary form; suggestions are very specific. A special feature of the book is the 10-page section in full color, illustrating common field and garden pests with methods of control.

Teachers of vocational agriculture should find this to be a very useful supplemental reference. It has been prepared by the Staff of Iowa State College as a service to agriculture.

—A.H.K.

DAIRY PRODUCTION, by Diggins and Bundy, illustrated, pp. 342, published by Prentice-Hall, Inc., New York. Price: Trade, $5.35; Text, $4.00.

Dairy Production contains the following chapters: Dairy Products in Human Nutrition; Opportunities in Dairying; Selecting a Breed; Selecting Foundation Stock; Nutritional Requirements for Milk Production; Feeding the Producing Herd; Feeding Young Stock; Feeding and Management of the Herd Sire; Management of Dairy Cattle; Reproduction, Inheritance, and Breeding Systems in Dairy Cattle; Housing and Equipment; Keeping Cattle Healthy; Marketing Dairy Products; Fitting and Showing Dairy Cattle.

In the words of the authors, "We have included only the information essential for practical dairy production; all filler, technical, and non-essential material have been eliminated."

As the chapter titles indicate, this publication is well organized from the standpoint of use in teaching vocational agriculture. The book is easy to read and should appeal to the high school age group as well as to those engaged in farming. Those who want greater detail in background information will find additional references listed at the end of each chapter. There are over 200 photographs to illustrate the various aspects of dairy production.

Ronald V. Diggins is Vo-Ag instructor at Eagle Grove, Iowa. Clarence E. Bundy is Professor of Agricultural Education, Iowa State College.

Some teachers will recognize the authors from their recent publication, *Livestock and Poultry Production*.

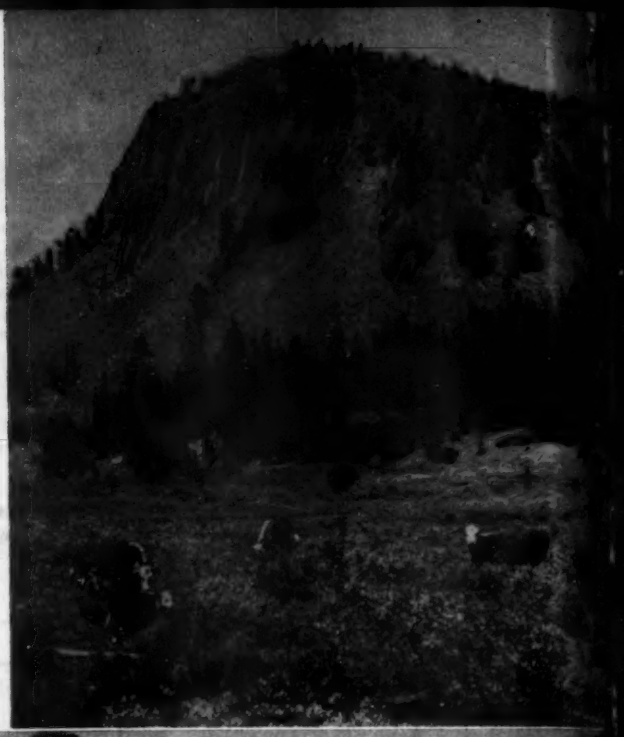
—A.H.K.

SELECTION AND USE OF OCCUPATIONAL INFORMATION MATERIALS IN AGRICULTURE, by Harold M. Byram, Dept. of Vocational Education, Michigan State College, East Lansing, 19 pp. Limited free distribution from Bureau of Research and Service, Michigan State College.

This bulletin consists of a discussion of how to select and use published materials on occupations in agriculture, and an annotated list of selected publications on agricultural occupations. The discussion on selection of materials includes a scorecard with directions for using the scorecard. The publication should be of use to teachers of agriculture in their efforts to provide students with occupational information needed for deciding upon a career.

—A.H.K.

Stories In Pictures



Breeding beef cattle provides one of the more important enterprises in farming in many sections of Wyoming. Fall snows drive the cattle down from the cool summer altitude of 8500 feet to winter range and the hay that has been harvested and stored on the range for such purposes. Picture supplied by Gail R. Wright, Vo-Ag Instructor, Laramie, Wyo.

Future Farmers and Young Farmers in Erie, Crawford, Forest, Warren and Mercer Counties, Pennsylvania, are shown unloading the 2½ million onion sets purchased in Florida and flown to Erie for quick planting by members on their farms. The cooperative project was started four years ago and has increased each year.

A member of the Young Farmers class of the Eaton, Colorado, Vo-Ag depart... being questioned by his teacher in the presence of a professor from the Co... and two Summer School students. This young man did not start vocational a... culture until his junior year in high school. However, he received the State Fa... degree one year after graduation and the American Farmer a year later. ... maintained active membership in both the FFA and Young Farmer groups. ... now a very successful farmer on a quite diversified farm, married and ... fine citizen and leader in his community. (Photo by Wm. Pau...

A young farmer discusses the corn crop with his dad. Elden Holsapple, a recent graduate of the Mitchell, Indiana, Vo-Ag department, has made outstanding achievements in his preparation for farming. He lives on a 161 acre grain and livestock farm with his grandmother where he is engaged in an extensive improvement program. He holds the Hoosier Farmer degree in FFA. His teacher, Hollace Sherwood, says of him, "Elden has been an outstanding boy, not only in 4-H and FFA, but also in the school and community." It was from Elden's herd of Berkshire hogs that a gilt was presented to President Eisenhower last year.

Purchasing and selling cooperatively is recognized as a desirable activity ... from adult farmer instruction. Rex Tolman, second from right, instruct... cational Agriculture; Burlington High School; Burlington, Wyoming ... talking over a recent purchase of baler twine and flour, with the co-op's bo... of directors. This co-op group, organized as a result of adult farmer instruc... has purchased over $25,000 in supplies during the past year. Picture furnished ... Jack Ruch